Coastal Bend Writing Project
2012 Summer Institute
Syllabus (English 5667.001)

June 11-July 6, 2012
9:00-4:00 MTWR

Instructor:
Dr. Catherine Quick
FC 266, 825-3025
catherine.quick@tamucc.edu
Office hours: 4:00-5:00 pm MTWR or by appt.

Catalog Description
Invitational Summer Institute of the Coastal Bend Writing Project, affiliated with the National Writing Project. Workshop for teachers pre-k through university level that: 1) studies theory and effective practices in writing pedagogy; and 2) focuses on improving the individual student’s writing and research skills with the goal of publication. Prerequisites: minimum of one year teaching experience; permission from the Director of the Coastal Bend Writing Project.

Purpose of the Course
Participants in the Summer Institute will improve their own writing skills and learn effective writing pedagogy through research and collaborative endeavors. Upon completion of the Institute, participants will become National Writing Project Teacher-Consultants, and be eligible for advanced institutes, writing retreats, stipends for leading professional development workshops in schools, funds for conference attendance, possible grant funds.

Audience
For teachers in all subject areas, kindergarten through college, with at least one year full-time teaching experience and an interest in improving writing and writing instruction. Counts for six hours of elective credits for the M.A. in English and for the M.S. (with advisor permission) in Curriculum & Instruction. Elementary Education, Secondary Education, or Reading.

Learning Outcomes
Participants in the CBWP Summer Institute will:

- write to improve their own writing skills, and thus become better teachers of writing (all writing assignments)
- practice a workshop approach to teaching writing, learning effective methods for response and feedback (response groups)
- produce potentially publishable works in multiple genres (all writing assignments)
- analyze effective practices in writing instruction and design model lessons based on them (demonstrations, literature circles, article discussions)
- discuss and apply research and analytical skills for the purpose of examining classroom practice (inquiry project, demonstrations, literature circles, article discussion)
- demonstrate leadership and presentation skills that will enable them to become advocates
for effective writing instruction in the schools (demonstrations, literature circles, article discussions, response groups)

- create a supportive network of educators in the Coastal Bend who will continue to work together to improve writing instruction in local schools (all collaborative projects)

**Texts/Materials**
A current text on writing pedagogy chosen by each student in consultation with the instructor. The choice is based on the student’s research interests and area of classroom experience. The Coastal Bend Writing Project purchases the text for the student.

**Assignments**
1. Demonstration: Each participant will present a 90-minute demonstration of an activity for teaching writing based on the topic of his/her inquiry project. The demonstration must include an introduction discussing the theoretical foundation that supports the activity” and a role-play segment where the participants try out the writing technique presented.

2. Writing requirements:
   - Daily notebook writing
   - Three weekly writings that have been revised from notebook writing
   - An inquiry project, starting with a question/problem related to teaching writing and resulting in a proposal outlining plans for a professionally oriented writing project (grant, research proposal, curriculum, etc.) that emerges from research.

3. Workshop activities
   - Professional literature circles: discussion groups formed on the basis of the book chosen by each individual student. Group members will take turns presenting their books and leading a discussion on the theoretical issues raised by the books.
   - Article discussions: students will be required to read journal articles on 2-3 key contemporary issues in writing instruction (such as technology, college readiness, assessment). Articles will be chosen by the instructor, based on issues of current concern to writing teachers. Students will participate in small and large group discussions on the articles, followed by informal writing.
   - Response Groups: small groups formed on the first day of class that will meet formally several times a week to share writing and offer feedback.

**Grade Structure**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight:</th>
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<tbody>
<tr>
<td>Demonstration</td>
<td>20%</td>
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<tr>
<td>Weekly Writings</td>
<td>20%</td>
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Additional Information

Attendance and Late Work
A Summer Institute relies on the active participation and assumes the professionalism of all its members. Generally, absences and late work are not acceptable. If emergency circumstances do make it necessary to miss a class period or delay your work, please consult with the instructor about your options. Keep in mind that completing the Summer Institute entitles you to become a Teacher Consultant (TC) for the NWP, making you eligible to apply for numerous professional opportunities, including certain stipends, grants, and travel funds. If your absences are excessive or frivolous, you will not be certified as a TC, in addition to any effect it may have on your grade.

Graduate Studies Standards
(adapted, with permission, from Dr. Etheridge)
The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate school behavior is distinguished in at least four ways:

- Students read all assignments on time and come to class with serious response and willingness to discuss
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its intrinsic learning value. All work is completed on time with attention to quality and thoroughness.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. Like readings and coursework, students attend and participate because the shared learning experience is the basis of graduate education.
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate and maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

A good graduate seminar on a daily basis is lively, engaging, and somewhat unpredictable. But it's up to each student to take part in creating this atmosphere.

Academic Honesty/Plagiarism
Students in English graduate courses are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to "any behavior specifically prohibited by a faculty member in the course syllabus or class discussion" (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic
Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.

**Student with Disabilities**
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeals Process**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Provisional Outline**

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<tr>
<th>Dates</th>
<th>Topics &amp; Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to NWP</td>
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<tr>
<td>(June 11-15)</td>
<td>Getting started with writing</td>
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<td>Central issues in writing pedagogy</td>
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<td>Responding to writing</td>
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<td>June 15 (F): Begin demonstrations</td>
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<td>Week 2</td>
<td>Action research on writing pedagogy</td>
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<td>(June 18-22)</td>
<td>Technology and teaching writing</td>
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<td>Grantwriting</td>
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<td>June 18 (M): First Weekly Writing Due</td>
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<td>Week 3</td>
<td>Assessment</td>
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<td>(June 25-29)</td>
<td>Proposal Writing</td>
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<td>Writing across the curriculum</td>
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<td>June 25 (M): Second Weekly Writing Due</td>
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<td>Week 4</td>
<td>From process to publication</td>
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<tr>
<td>(July 2-6)</td>
<td>July 2 (M): Third Weekly Writing Due</td>
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<td>July 4 (W): Fourth of July holiday, no class.</td>
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<td>July 5 (R): Anthology piece due</td>
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<td>July 6 (F): Proposal Due</td>
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