English 3360.201: Current Approaches to Composition and Literature
Spring 2013

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Office Hours: M 9-11; T 1-2; W 9-11
Course meeting: MWF 11-11:50 AM, CCH 210
Course website: http://englishwiki.tamucc.edu/wiki/WolffMurphy/ENGL3360
Dr. Murphy’s website: http://falcon.tamucc.edu/~swolff/

Catalog Course Description
Significant contemporary approaches to written discourse in English, including the study of composition and literature. Prerequisite: one reading course.

Student Learning Outcomes
Students in English 3360 will:
1. Apply contemporary theories of writing and literature pedagogy to design and evaluate classroom materials in accordance with the TEKS
2. Evaluate K-12 student writing using a variety of response and assessment methods
3. Write in multiple academic and personal genres to improve their own writing skills

Course Goals
As part of accomplishing these outcomes, students will meet the following goals:
1. Identify the complex relations among literacy, learning, and language use
2. Identify the theoretical principles behind local, state, and national standards, (especially the TEKS) and apply them, along with a wide range of professional resources, to curriculum development
3. Explain the ways that contexts for teaching and/or learning are influenced by global and local factors such as: divergent notions of literacy; matters of race, gender, class, economics, technology; cultural and environmental elements; and socio-cognitive development
4. Apply process pedagogy and the workshop model of writing instruction to curriculum development
5. Develop a critical vocabulary for teaching writing and literature at an age-appropriate level
6. Design strategies for teaching writing and literature in a high stakes testing environment
7. Generate and apply appropriate criteria for responding to and assessing student writing
8. Develop effective strategies for integrating technology into the English language arts classroom
9. Articulate the theoretical principles behind the methods that inform one's pedagogy

Texts and Materials

A notebook or a journal for your Writer’s Notebook (or you may choose to keep it electronically)
Storage medium to provide access to files in class (e.g. flash drive, Dropbox, Google docs, etc.)
Grade Distribution
Grades will be based on the following assignments. More information about individual assignments and an explanation of the terms “high-stakes” and “low-stakes” can be found on the Assignment Information page and in Peter Elbow’s article, “High Stakes and Low Stakes in Assigning and Responding to Writing,” both available on wiki/e-reserves.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Percent Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>High-Stakes Writing.</strong> Work graded on quality of product, demonstration of knowledge, professionalism. Expectations for quality and correctness are very high. Except for the exam, involves extensive revision from earlier work.</td>
<td></td>
<td>60%</td>
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<tr>
<td>Research essay about a topic related to writing pedagogy (TEKS all levels: Writing/Writing Process; Writing/Persuasive Texts; all Research TEKS)</td>
<td>May 10</td>
<td>30%</td>
</tr>
<tr>
<td>Writing developed from notebook, to be published in class anthology (TEKS all levels: Writing/Writing Process; Writing/Literary texts)</td>
<td>May 3</td>
<td>15%</td>
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<tr>
<td>Midterm exam</td>
<td>May 8</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Low-Stakes Writing</strong> (see below for description) <em>Please note: Much of this work depends on attending class; see Course Policies below, especially “Late Work/Extensions.”</em></td>
<td>Daily</td>
<td>40%</td>
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**Low-Stakes Writing.** Work graded mostly on completeness (exceptions will be noted on individual assignments). Offers students the opportunity to explore ideas, practice techniques, and develop writing skills in a safe, relatively judgment-free context. Although the work in the low-stakes category does not have to be very polished, students are expected to produce a large quantity of writing—probably more than you’ve ever written for one class before.

Developing good writing skills requires practice, and this course provides the focused practice that can make a difference in your writing. Some (although not all) of the low-stakes assignments will be written during class. Topics for high-stakes writings will develop out of low-stakes writings. Here are the main low-stakes writing assignments:

- In-class work (includes individual, group activities; required participation on workshop days)
- Writer’s Notebook (TEKS all levels: Writing/Writing Process; Writing/Literary texts)
- Reading responses (TEKS all levels: Writing/Writing Process)
- Burning question exploration (TEKS all levels: Research/Gathering Sources; Writing/Writing Process)
- Research reports (TEKS all levels: Research/Gathering Sources; Research/Synthesizing Information)
- Mentor text lesson (TEKS all levels: Writing/Expository & Procedural texts; Research/Synthesizing information)
- Responding to student writing reflection (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)

**Course Policies**
**Student Success**
I encourage you to contact me immediately if anything is interfering with your ability to succeed in my class, so we can discuss options and strategies. In-class activities and daily work outside of class are vital...
to success in this course, so it is imperative that you commit your time and energy to it, that you attend class and come prepared.

**Late Work/Extensions**
If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at my discretion and will depend on the reason for your absence, your current grade, record of completion of work, and attendance. All extensions must be confirmed by email.

**Attendance**
To earn daily, in-class writing points, you must be on time, come to class prepared, participate in all class activities, and remain in class for the entire period. Leaving early, coming in late, or refusing to participate in in-class work will result in zero credit for any in-class work that day. There will be work done in class and/or due as homework every day that contributes to your class grade.

**In-class Conduct**
In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:

- Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class. You may think quietly texting someone is not distracting to the instructor or fellow students, but it is.
- Do not use your time in English 3360 to work on assignments for other classes.
- Computers are to be used for English 3360 work only. No shopping, no Facebook, etc. Those who consistently violate this policy will be asked to leave. You will also be counted absent and lose credit for any in-class work that day.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class as a whole. (This includes typing on the keyboard or clicking the mouse.)
- When group work is assigned in class, you must work in a group, not as an individual.
- During group work time, please stay on task and work cooperatively with other group members.

**About the TExES Exam**
Do not rush into the professional development segment of your career by attempting to take your TExES certification exams too soon. The College of Education can give you advice on when to take your professional development exams and will be your main source of information about the TExES if you are working toward EC-4 or EC-6 certification. For those of you who will be taking the English Language Arts & Reading (ELAR) 4-8, 8-12, or 6-12, please do the following:

- Finish at least 80% of the coursework in the major before attempting the ELAR TExES exam.
- Make an appointment to see the English department TExES coordinator if you have not done so.
- Contact Dr. Sharon Talley (FC 258, x3264). She controls registration for the exam and the mandatory review sessions.
- Review the study guide carefully. Click here to obtain TExES Study Guides.
- Attend at least one TExES review session, preferably two. Try to attend one about a year before you plan to take the exam, then again right before your exam. Review sessions usually take place the Saturday one week before the exam. Dates and times will be announced in class.
Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. Plagiarism includes

- using the work of another as your own,
- downloading or purchasing ready-made essays off the web and using them as your own,
- using resource materials without correct documentation,
- using the organization or language of a source without using quote marks and proper citation.

turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are other ways to plagiarize. When in doubt, visit me or the Writing Center for help. Ignorance of the rules is no excuse. Information on MLA documentation rules and APA documentation rules is available at Purdue University's OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), from our local Writing Center at CASA, located in the Glasscock building, and from the printed Handbooks.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Notice to Student with Disabilities
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act (ADA) 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, or text at 850-3180. If you need disability accommodations in this class, please see me as soon as possible.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466. If your major is in another College (e.g., Education), please contact that college for information and requirements about advising.

Grade Appeal 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.html. For assistance and/or guidance in the grade appeal process, students may contact Student Engagement and Success Office.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course. For daily reading assignments, please see the full schedule, available on wiki at the beginning of the semester. In addition to the textbook readings, there will also be short online readings available through Blackboard. In-class assignments will be given in class. Schedule is subject to change.

Topics Assignments/Reminders
Tentative Course Overview. For specific assignments and in-class activities, go to the wiki page.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 23-25</th>
<th>Introduction to the Course</th>
<th>Set up notebooks—bring to class everyday</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jan 28-Feb. 1</td>
<td>The Neglected “R” and Best Practices</td>
<td>Readings online and from The Writing Workshop</td>
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<tr>
<td>Week 3</td>
<td>Feb. 4-8</td>
<td>The concept of a “mentor text”</td>
<td>Readings from Mechanically Inclined Research Report #1 due</td>
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<td>Week 4</td>
<td>Feb. 11-Feb. 15</td>
<td>Conferences</td>
<td>Bring notebook and completed self assessment questionnaire to conference</td>
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<td>Week 5</td>
<td>Feb. 18-22 (President’s Day)</td>
<td>The Writing Workshop</td>
<td>Readings from The Writing Workshop Research Report #2 due</td>
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<td>Week 6</td>
<td>Feb. 25-Mar. 1</td>
<td>The Writing Workshop</td>
<td>Readings from The Writing Workshop Mentor Text Lesson due</td>
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<td>Week 7</td>
<td>Mar. 4-Mar. 8</td>
<td>The Writing Workshop Midterm Exam</td>
<td>Readings from The Writing Workshop</td>
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<td>March 11-March 15</td>
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<td>Spring Break</td>
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<td>Week 8</td>
<td>Mar. 18-Mar. 22</td>
<td>Responding to Student Writing</td>
<td>Readings from The Writing Workshop</td>
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<td>Week 9</td>
<td>Mar. 25-Mar. 29 (Passover/Good Friday)</td>
<td>Responding to Student Writing: Rethinking Peer Review</td>
<td>Online Readings Responding to Student Writing Reflection due</td>
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<tr>
<td>Week 10</td>
<td>Apr. 1-Apr. 5</td>
<td>Assessment Issues</td>
<td>Online readings</td>
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<td>Week 11</td>
<td>Apr. 8-Apr. 12</td>
<td>Revision &amp; Editing</td>
<td>Online readings</td>
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<tr>
<td>Week 12</td>
<td>Apr. 15-Apr. 19</td>
<td>Research &amp; Writing for educators</td>
<td>Online readings Research Report #3 due</td>
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<tr>
<td>Week 13</td>
<td>Apr. 22-Apr. 26</td>
<td>Conferences</td>
<td>Bring draft of research essay and completed self-assessment questionnaire to conference</td>
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</table>
| Week 14  | Editing for Publication | Readings from The Writing Workshop  
| Apr. 29-May 3 | Anthology contribution due |
| Week 15  | Publication celebration! | Anthologies distributed  
| May 6 (last day of class) |
| Week 16  | There is no formal final exam in English 3360. However, your final research paper is due by the end of the official final exam time. | Final Research Paper due  
| Friday, May 10  
| 11:00 a.m. - 1:30 p.m. |