English 5392.201—Practicum for Composition Instructors
Summer II 2014 (July 7-August 7), MTWR 10-11:55 AM, CCH 206

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Course: http://englishwiki.tamucc.edu/wiki/WolffMurphy/ENGL5392

Course Description
English 5392 continues the work you have done in English 5372, Composition Theory and Pedagogy, in other composition/rhetoric courses you have taken in the English Graduate Program, and coursework and experiences you have brought to this program.

5392 will prepare you for your multifaceted role as a Graduate Teaching Assistant in the First-Year Writing Program, as a teacher in a particular FY Learning Community, and as a teacher in the FY Learning Communities Program, and as a teacher of writing at the college level.

Our writing program is defined by connection: how our writing courses are connected with various discipline courses within learning communities, which allows us to talk about writing in these discourse communities as well as in other discourse communities. It encourages writing to be a significant part of a broader, more diverse learning experience that incorporates speaking, thinking, collaborating, subject-matter knowledge, and research. 5392 will help you to understand the theoretical grounding behind these communities and how an Introduction to Writing Studies model of writing instruction grounds our program.

English 5392 is designed to help new teachers develop the habit of making choices consistently and in theoretically principled ways. Your practices will be aligned with established programmatic and professional goals and with current theoretical understandings of best practices in teaching writing; however, within those parameters, you will find many opportunities for growth and development as a writer and as a teacher.

Student Learning Objectives

• Students will be able to create a class syllabus and plans for English 1301, applying what they have studied in composition scholarship.
• Students will be able to justify their plans and class materials in a reflective statement, citing literature and theoretical grounding for their choices.
• Students will be able to articulate and practice pedagogies that are supported by current theories of composition, specifically genre and activity-based theories of teaching writing about writing.

What We Hope To Learn
What I hope we can all do at the end of this course is...

○ Explain, comfortably, why we will do what we do in our classes, to students and to non-specialists. For example:
    ○ Why do we advocate the kind of classroom environment we create?
Why do we encourage various group activities?
- Why do we answer questions with questions?
- Why don’t we tell students “what we want”?
- Why do we emphasize invention, research / information literacy, critical thinking, revision, peer response, integrating technology, so much?
- Why do we respond to student writing in the ways we do?
- Why do we use portfolios?
- What is “writing about writing” and why do we use this pedagogical approach?
- Why the particular assignment sequence that we use?
  - Engage readings critically and generously, integrating reading with current knowledge(s) and with teaching plans.
  - Develop a set of resources—readings, websites, and support materials—to consider for possible uses, by you and / or students. In particular, be familiar with Rhetoric for Writing Teachers, College Writing and Beyond and the collection of resource texts from Bedford.
  - Develop individual course websites, with tentative daily plans (and alternatives) for the entire semester, including links to supporting materials you will use.
  - Practice reading, analyzing / diagnosing, responding to, and evaluating student work in progress.

Texts and Materials

You must purchase

Supplied free by FYWP; pick up at Faculty Center 127

Required textbooks

Additional Resources
- Gottschalk & Hjortshoj, The Elements of Teaching Writing. 1e. Boston: Bedford/St. Martin's, 2004. (Gottschalk)
- Sommers. Responding to Student Writing. 1e. Boston: Bedford/St. Martin's, 2013. (Sommers)

Optional: request your “Free Adjunct Kit” at:
http://bedfordstmartins.com/catalog/marketing/adjunctsupport
### Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Grade %</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Daily Activities &amp; WAW textbook facilitations</td>
<td>20%</td>
<td>Daily, in-class</td>
</tr>
<tr>
<td>Reading Journals</td>
<td>20%</td>
<td>See schedule on wiki</td>
</tr>
<tr>
<td>Draft One Plans</td>
<td>10%</td>
<td>July 21</td>
</tr>
<tr>
<td>Draft Two Plans</td>
<td>10%</td>
<td>July 28</td>
</tr>
<tr>
<td>Draft Syllabus &amp; Assignments</td>
<td>10%</td>
<td>Various dates</td>
</tr>
<tr>
<td>Teach a Lesson (presentation)</td>
<td>10%</td>
<td>Teach a Lesson: TBD, see schedule on wiki. Sign up for a date week 3-week 5.</td>
</tr>
<tr>
<td>Final E-Portfolio</td>
<td>20%</td>
<td>Last day (Aug. 8)</td>
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<tr>
<td>*Reflective Overview</td>
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<td>*1301 website</td>
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<tr>
<td>*Evidence of Writing Process (reflect on revisions from feedback)</td>
<td>20%</td>
<td>Last day (Aug. 8)</td>
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#### Daily Activities & WAW textbook facilitations (20%)
We will do a lot of work in class that is important to learning the material and preparing to teach. Being an active participant in class will be assessed by daily activities, including drafts, responding to drafts, short writing, reflections, and presentations. The articles in the WAW textbook will be divvied up for facilitations in class. In this manner, you can become familiar the textbook to help you prepare for fall teaching. All homework is listed on the schedule. Homework and daily in-class work cannot be made up if you are absent.

#### Reading Journals (20%)
You will do a fair amount of reading in this course, much of it in the WAW textbook for 1301. Prompts will ask you to analyze the readings and connect them to other materials, experiences you’ve had “in the field,” other readings in composition theory, and/or general issues related to teaching first-year writing, or will ask how you will use them in your teaching. These cannot be made up or turned in late unless you have made arrangements with the instructor.

#### Drafts 1 and 2 of Plans, Syllabus, Assignments for ENGL 1301 (30% total)
You will prepare daily lesson plans for your intended course (English 1301). These are due throughout the course so I can provide feedback; however, they will be graded for quality (enacted theories of learning and writing) and completion. Revised plans will be turned in as part of Final E-Portfolio.

#### Final E-Portfolio (20%)
- Syllabus with policies, including major assignments *(template provided)*
- 1301 plans for the semester
- Reflective Statement of Philosophy and Practice: As one of most important learning goals is finding ways to enact our theories in practice, one of the documents you will prepare for me is a statement of your teaching philosophy and how it aligns with our programmatic philosophy and how you have enacted that philosophy in your class website and daily plans. You should state our goals in your own words. This document should be modifiable for job search/doctoral applications.
o Evidence of the writing process. You will demonstrate how you have responded to my /your peers’ feedback to improve your plans.

Teach a Lesson (10%)  
1. You will teach the class as if we were students in your 1301 class. The activity should be something you have written for your 1301 course. You must do outside research to support this activity, citing 3-5 scholarly articles from peer-reviewed journals or class resources related to the activity & why it represents good practice. You may also cite in-class materials, and you may certain use in-class material works cited lists as a place to begin. Scholarly websites may be cited, but will not count toward your minimum of 3 scholarly articles. We will discuss in class various venues of composition scholarship, but your work in Bib & Research should have prepared you for this exercise.

2. You will teach one activity for approximately 20 minutes as if we were your first-year class. Before you begin, explain where we are, what has lead up to this activity (what we would know if we had been in your class already), and what learning outcome you hope to achieve with this activity, how that relates to your overall sequence, and what students would produce to demonstrate that they had achieved that outcome.

3. Your lesson/activity MUST demonstrate
   o active, student-centered learning  
   o writing, either by individuals or in groups  
   o discussion and/or small group work

   You might also consider
   o use of technology  
   o use of reading/resource (try to make paperless)

4. You will sign up for a date to teach on the WIKI (see course schedule, labeled in green). On the Monday after you teach your lesson, you will hand in to me (on paper or virtually):
   1. A copy of the lesson instructions (what you would post/give to students).
   2. An MLA-style works cited of your sources.
   3. A 3-5 page reflection on what you learned by preparing and teaching the activity.

Graduate Studies Standards  
The Texas A&M University--Corpus Christi Department of English has accepted these standards for graduate student behavior in our graduate-level courses. Please read these standards and be prepared to adhere to them in this practicum course.

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

   o Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious response and a willingness to discuss.
   o Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own sake.
   o Students expect that they will attend 100% of the time, and make home arrangements that this will happen. They don’t assume that there are a certain number of allowable "skips."
   o Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everybody participates. Students don’t put the burden on the teacher or on other
students to originate or maintain discussion. They themselves take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

**Protect Your Work**
As we will tell all of our students, in case of damage caused by hackers or other technological difficulties, please keep hard or electronic copies of all your work someplace that is safe. In other words, don’t type the original of your discussion questions onto the wiki and not save it as a word document on your computer as well, or at bare minimum print out a copy and save it. Your grade should not depend on any one technology. It is wisest to save work in at least two locations (for example, on your hard disk AND a USB jump drive backup). The best option for bringing work to class is to use wiki and/or a USB jump drive.

**Notice to Students 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 need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Academic Advising:** Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Academic Honesty/Plagiarism**
I hope that I never have to question a practicum student's honesty, dedication or hard work. Much of the planning we will do will encourage "reworking" and "borrowing" which are long-standing teacher practices. In this course, therefore, this borrowing will not be considered plagiarism. **However, I do expect that your lesson plans will be written in your own words and represent serious thinking and planning about activities to support learning, based on your own reading, thinking, and beliefs, and strengths.**

Plagiarism in this course would be constituted by students presenting as their own a reflective writing, discussion response, or exam that they have not written, or providing an entire lesson copied word-for-word (barring ones developed in a group) from a peer or website. In the case academic dishonesty occurs, I will follow the policy of the university and department, see below. **If you have any doubts or questions about what you’ve “borrowed,” consult with me before turning it in for a grade.**

**Graduate Student Academic Integrity Statement**
English graduate students 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.

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 the Office of Student Affairs.

Late Assignments
There are no make-ups for reading homework or in-class activities. Other assignments will lose a half a grade for each day late, unless you have made previous arrangements with me in writing. The best way to document this is to do it by email.

Technological Literacy
You must have and/or learn these proficiencies:
- Create and edit wiki pages, including uploading documents
- Upload a syllabus, enter grades, and communicate with students via BlackBoard.
- Ability and willingness to integrate technology and writing instruction and to use effectively the computer classrooms
- Other basic technological literacies that will be required for teaching and communicating with students.

Course Schedule
For the complete schedule, please see the wiki.

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<thead>
<tr>
<th>Week One: FYWP Foundations</th>
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<td>July 7 14?</td>
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<td>July 8 14?</td>
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<td>July 9 14?</td>
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<td>July 10 13</td>
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What is the FYWP and FYC?        Why Teach Writing?  Writing as a Process  Student Learning  Framework for Success in Rhetoric,  Linguistics, and the Teaching of FYC  Activity Theory  Writing about Writing, Downs & Wardle
Outcomes
Texas Core Curriculum & AAC&U's LEAP initiative
journal 1 (in class)

<table>
<thead>
<tr>
<th>Post-Secondary Writing</th>
<th>&quot;College Readiness&quot;</th>
<th>journal 3</th>
<th>Who Are Our Students?</th>
<th>journal 4</th>
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**Week Two: Design of the Writing Course**

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<td><strong>July 15 14?</strong></td>
<td><strong>July 16 14?</strong></td>
<td><strong>July 17 14?</strong></td>
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| Beaufort 5 Domains | Harris/Sommers Beaufort Retrospective | Jen Bray's Writing Workshop | WAW C2, "Writing Processes" & WAW C3: "Literacies: How Have You Become the Reader and Writer You Are Today?"
Designing a Writing Course | journal 6 due | Designing Activities & Assignments | textbook facilitation |
| journal 5 | | | |

**Week Three: Literacies/Discourse Communities**

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<tr>
<td><strong>July 21 14?</strong></td>
<td><strong>July 22 14?</strong></td>
<td><strong>July 23 14?</strong></td>
<td><strong>July 24 14?</strong></td>
</tr>
<tr>
<td>Part One Plans due</td>
<td>10-10:30--Meet with Seminar workshop re: teamwork</td>
<td>Multi-modal Extravaganza w/NWP</td>
<td>Teach a Lesson-Tasha Responding to Student Writing</td>
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<td>WAW C4 &quot;Discourses: How Do Communities Shape Writing?&quot;</td>
<td>journal 9 due</td>
<td>journal 10 due</td>
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<td></td>
<td>textbook facilitation</td>
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<td>journal 8 due</td>
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**Week Four: Respond, Assess, Evaluate**

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<td><strong>July 28 14?</strong></td>
<td><strong>July 29 14?</strong></td>
<td><strong>July 30 14?</strong></td>
<td><strong>July 31 14?</strong></td>
</tr>
<tr>
<td>WC workshop Part Two Plans due Writing Centers</td>
<td>WAW C1 &quot;Texts/Constructs: How Do Readers Read and Writers Write?&quot; Portfolios</td>
<td>WAW Student Models textbook facilitation</td>
<td>Part Three Plans draft due Friday</td>
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<td></td>
<td>Teach a Lesson-textbook facilitation</td>
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<td>Week Five: Revision, Grammar, &amp; Resources</td>
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**Week Five: Revision, Grammar, & Resources**

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<tr>
<td><strong>Aug 4 14?</strong></td>
<td><strong>Aug 5 14?</strong></td>
<td><strong>Aug 6 14?</strong></td>
<td><strong>Aug 7 14?</strong></td>
</tr>
<tr>
<td>Teach a Lesson-Teaching revision, writing, editing, etc.</td>
<td>Teach a Lesson-Teaching revision, writing, editing, etc.</td>
<td>Teach a Lesson-Diversity, language difference, or racism</td>
<td>FYC faculty panel E-Portfolio due</td>
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<tr>
<td>journal 11 due</td>
<td>journal 12 due</td>
<td>journal 13 due</td>
<td></td>
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