Course Description
Prospective teachers learn to create developmentally appropriate learning environments and tasks that enable student success in writing and the study of literature in Language Arts and English courses, as well as preparing students to meet the increased writing and reading expectations in all subject areas. Prepares prospective teachers to meet increased expectations for their own writing. Prerequisite: one Reading course.

Instructor Website:  [http://falcon.tamucc.edu/wiki/SGarza/Home](http://falcon.tamucc.edu/wiki/SGarza/Home)

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

In the process of achieving those outcomes, students will also:
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
3. A notebook or a journal for your Writer’s Notebook (or you may choose to keep it electronically)
4. Storage medium to provide access to files in class (e.g. flash drive, Dropbox, Google docs, etc.)

Major Course Requirements (How you will earn your grade)
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 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 Blackboard.

1. High-Stakes Writing (60%). 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.

  · Research essay about a topic related to writing pedagogy (TEKS all levels: Writing/Writing Process; Writing/Persuasive Texts; all Research TEKS)
  · Writing developed from notebook, to be published in class anthology (TEKS all levels: Writing/Writing Process; Writing/Literary texts)
  · Midterm exam

2. Low-Stakes Writing (40%). 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. Here are just a few examples low-stakes writing assignments:

  · Process writings for high stakes assignments (TEKS all levels: Writing/Writing Process; TEKS all levels: Research/Gathering Sources)
  · Interview & research reports (TEKS all levels: Writing/Writing Process; TEKS all levels: Research/Gathering Sources)
  · In-class quickwrites (TEKS all levels: Writing/Writing Process)
  · Writer’s Notebook (TEKS all levels: Writing/Writing Process; Writing/Literary texts)
  · Reading responses (TEKS all levels: Writing/Writing Process)
  · Reflective writing (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)
  · Mentor text analysis (TEKS all levels: Writing/Expository & Procedural texts; Research/Synthesizing information)
  · Genre study (TEKS all levels: Writing/Writing Process; all genre-specific TEKS)
Submitting assignments:
All final drafts of the high-stakes writing assignments must be submitted through Blackboard. Most low-stakes assignments are also submitted through Blackboard, but a few in-class assignments may be handwritten & turned in directly to the instructor.

If you do not have a Blackboard account, please go to Island Online (http://iol.tamucc.edu) and follow the instructions for “New User” under Blackboard Login at the right of the screen. If you have problems with Blackboard while attempting to submit your assignments, contact the Island Online help desk (361-825-2692)—not your instructor.

Unless directed otherwise, please do not send coursework to the instructor via email. The only exception is if you have technical difficulties with Blackboard. You may then email the work to the instructor to make sure it is in by the due date. However, she can’t grade or respond to your work until it is uploaded to Blackboard, so contact the Help Desk immediately to resolve the problem.

Before uploading your assignment to Blackboard, make sure it is saved in a readable format. Acceptable formats are Microsoft Word, Open Office, and Rich Text Format (.doc, .docx, .odt, or .rtf). If you are a Mac or Ipad user, remembering to save in the correct format is especially important. Macs and PCs will play nicely together, but only if you remember to save files correctly.

If you upload a file that is not saved in a readable format, the file will be deleted, you will be asked to resubmit the assignment in the correct format, and be subject to any resulting late penalties.

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. Susan Garza (FC 267, x2483). 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.
Required or Recommended Readings

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<tr>
<th>ENGL 3360 201 SUMMER 2</th>
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<tr>
<td>WRITING WORKSHOP</td>
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Access to University Network, an active Islander email account, and Blackboard access

Course Policies
Late work is not accepted without prior approval from the instructor and must be confirmed via email prior to due date.

Description of lessons/modules
Lessons/modules will include work in peer review of drafts, group discussions and presentations.

Technical support information/link
The Island Online (IOL) https://iol.tamucc.edu

Technical requirements for course
Computer Requirements
IOL runs on a web based application called Blackboard through a web browser. Please note that your web browser must be configured properly to work with IOL. To check if your web browser is compatible with IOL you can do a browser check-up by visiting the IOL site at https://iol.tamucc.edu/.

Delivery of instructor feedback
Instructor response to online requests usually occurs within a 24-hour period, but you can expect a response within 3 days.
Student login expectations
It is recommended that students check daily for updates.
Blackboard Login https://bb9.tamucc.edu

Faculty availability to support students
Instructor maintains a consistent web presence and is available to meet online in the Blackboard synchronous environment or via phone meetings for students who need more help.

Types of required interactions

Email
- Always include a subject line
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your posts.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to the message
- Respect the privacy of other class members

Discussion Groups
- Review the discussion threads thoroughly before entering the discussion
- Try to maintain threads by using the “Reply” button rather than starting a new topic
- Do not make insulting or inflammatory statements to other members of the discussion group
- Be patient and read the comments of other members thoroughly before adding your remarks
- Be cooperative with group leaders in completing assigned tasks
- Be positive and constructive in group discussions
- Respond in a thoughtful and timely manner

Blog
- Introduce yourself to the other learners in the blog session
- Be polite and do not use derogatory statements
- Be concise in responding to others in the blog session
- Be prepared to participate in the blog session at the scheduled time
- Be constructive in your comments and suggestions

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the
work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of zero.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Academic Advising: It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
Schedule - subject to change

July 6 & 7
Introduction to the Course. Set up notebooks—bring to class everyday
Read “The Neglected R” (Executive Summary only) and “Best Practices” (both available under Resources on Blackboard.
Post Reading Response #1 to Blackboard before class.
Read Mechanically Inclined, chapters 1-3.

July 8 & 9
Post Reading Response #2 to Blackboard before class.
Writing workshop featuring Mentor Texts
Bring to class: your “gem” from the first week and a book as an example of a mentor text you might use in your future classroom.
Conference times assigned
Writing workshop, continued
By end of class, post mentor text-derived writing and reflection to Blackboard

July 13 & 14
Read The Writing Workshop, chapters 1-3 and 10
Post Reading Response #3 to Blackboard before class.
Read The Writing Workshop,
chapters 12 & 13
Post Reading
Response #4 to
Blackboard
before class.

July 15 & 16
The Writing Workshop in
practice
Research/Interview report due
The Writing Workshop in
practice
Midterm
Read chapter 2 from Content
Area Writing (on blackboard)
Watch the video on this web
page:
http://www.learner.org
/workshops/writing35/session8
/sec2p2.htm1 (Note: it takes
about 30 minutes total)
Post Reading Response #5 to
Blackboard before class

July 20 & 21
Read p. 1-10 and skim the rest of the WAC document from North Carolina Public
Schools
Post Reading Response #6 to Blackboard before class
Read chapter 14 in The Writing Workshop
Post Reading Response #7 to Blackboard before class

July 22 & 23
Responding to student writing
workshop

Peer review workshop. Bring 1-2
pages of writing on your research
essay and also the
notebook entry (or entries) you
want to revise for publication
Online readings (see instructions
on the reading response
assignment for today):
TEKS: http://ritter.tea.state.tx
.us/rules/tac/chapter110/
index.htm1
STAAR/EOC: http://ww
w.tea.state.tx.us/index4.aspx?
July 27 & 28
Read The Writing Workshop, chapter 17
Post Reading Response #9 to Blackboard before class
Assessment discussion, cont.

July 29 & 30
Online Reading: see revision articles and instructions on Blackboard Revision workshop—bring draft of anthology page
Read p. 51-59 in Mechanically Inclined and skim pgs. 61-159. Find the chapters on errors most relevant to you and read those chapters carefully. Post Reading Respond #10 to Blackboard.

August 3 & 4
Editing Workshop—bring almost final draft of anthology page to class (have link ready) Apr 23 R Readings on student publication: TBA

August 5 & 6
Conferences: bring second draft of research essay
Anthology piece must be posted to the Wiki by classtime today. Publication celebration!
Final Research Essay w/Reflection
Final