Syllabus

**English 3360.202: Current Approaches to Composition & Literature**

Fall 2014, TR 5:30-6:45 (CCH 208)

**Instructor:** Dr. Catherine Quick  
Location: FC 286  
Phone: 825-3025  
Email: catherine.quick@tamucc.edu

**Office Hours** (Dr. Quick is available for student consultations in FC 266 or online):  
M 1:00-3:00 pm, T 4:00-5:30, Th 4:00-5:30  
Others times by appointment.

**Catalog 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.

**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 and Materials
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.)

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 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.

Course Policies
Attendance
You have six “sick leave” days, meaning a maximum of six absences without penalty. No documentation or explanation is needed—or wanted. It’s not my place to judge the validity of your reasons—that decision is yours. Just know that: 1) there are consequences to missing class because of missed content, participation credit, and in-class work; and 2) that if you use up your sick leave, your final grade may be lowered by half a letter grade for each day over six missed. There is no such thing as "excused" or "un-excused" absences; these policies will apply no matter what the reason.

Here are the details:
• You may take a maximum of six (6) absences, no questions asked and no penalty other than missed in-class work and participation credit.
• To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in significantly late, or refusing to participate in in-class work will result in an absence and zero credit for any in-class work that day.
• Please keep the contact information for another student to find out what you missed.
• Extra credit may be available, but will only apply to low-stakes writing category to help you make up for the occasional missed assignment. It won't happen often--don't rely on extra credit to make up for a significant amount of missed work.

Late Work
• You may turn in most out-of-class assignments up to one week past the due date. However, your grade may be subject to a late grade penalty.
• Exceptions to the one-week late rule: reading responses, in-class work, and workshop participation credit may not be made up or turned in late. There are so many low-stakes writing opportu-
nities that missing one or two in these three categories will probably not affect your grade. Miss-
ing more than that, however, will begin to add up, so don’t make missing them a habit.
• No work will be accepted later than one week after the due date.

In-class Conduct
In general, treat each other and the instructor with respect and follow simple standards of common
courtesy. Here are a few specifics:
• Smartphones are incredibly useful learning tools, so it is fine to have them in class. In fact, we
will occasionally use them for class purposes. However, please do not abuse this generous policy.
Do not text, play games, shop, or constantly check the phone—use them only for class purposes
and pay attention. If there is no class-related reason to have your phone out, please put it away.
• Likewise, computers are to be used for English 3360 work only. No shopping, no Facebook, etc.
• Do not use your time or the computers in English 3360 to work on assignments for other classes.
• Do not talk or make excessive noise while the instructor or another student is speaking to the
class. (This includes typing on the keyboard, clicking the mouse, or tapping on a screen.)
• 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 pro-
fessional development exams and will be your main source of information about the TExES if you are work-
ing 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 manda-
tory 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.

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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides compre-
hensive 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 ac-
commodation 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.

**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](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](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. 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

**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. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in the Glasscock building) for advice on source documentation BEFORE the item is due. For this course, you must use either MLA or APA citation style. Any grammar handbook and many web sites have directions on correct citation. Click here for [MLA documentation rules](http://www.tamucc.edu/~aac) and here for [APA documentation rules](http://www.tamucc.edu/~aac).

**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.

**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 is the last day to drop a class with an automatic grade of "W" this term.
Grade Appeal Process
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.

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.

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 and the University.

Tentative Reading & Assignment Schedule
This schedule is subject to change. The final, official schedule will be available on Blackboard on the first day of class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topics/Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>R</td>
<td>Introduction to the Course&lt;br&gt;Set up notebooks—bring to class everyday</td>
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<tr>
<td>Sept 2</td>
<td>T</td>
<td>Read “The Neglected R” (Executive Summary only) and “Best Practices” (both available under Resources on Blackboard).&lt;br&gt;&lt;br&gt;Post Reading Response #1 to Blackboard before class.</td>
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<tr>
<td>Sept 4</td>
<td>R</td>
<td>Read <em>Mechanically Inclined</em>, chapters 1-3.</td>
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<td>Post Reading Response #2 to Blackboard before class.</td>
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<td>Sept 9</td>
<td>T</td>
<td>Writing workshop featuring Mentor Texts&lt;br&gt;Conference times assigned</td>
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<tr>
<td>Sept 11</td>
<td>R</td>
<td>Writing workshop, continued&lt;br&gt;By end of class, post mentor text-derived writing and reflection to Blackboard</td>
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<td>Sept 16</td>
<td>T</td>
<td>Conferences—bring your notebook and completed writing self-assessment to your scheduled conference time.</td>
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<tr>
<td>Sept 18</td>
<td>R</td>
<td>Conferences—bring your notebook and completed writing self-assessment to your schedule conference time. &lt;br&gt;&lt;br&gt;&lt;b&gt;Research Report due&lt;/b&gt;</td>
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<tr>
<td>Sept 23</td>
<td>T</td>
<td>Read <em>The Writing Workshop</em>, chapters 1-3 and 10&lt;br&gt;Post Reading Response #3 to Blackboard before class.</td>
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<tr>
<td>Date</td>
<td>Type</td>
<td>Activity</td>
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<tr>
<td>Sept 26</td>
<td>R</td>
<td>Read <em>The Writing Workshop</em>, chapters 12 &amp; 13</td>
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<td>Sept 30</td>
<td>T</td>
<td>The Writing Workshop in practice</td>
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<td></td>
<td></td>
<td>Online reading: “What If They Can’t” by Vickie Mueller</td>
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<tr>
<td>Oct 2</td>
<td>R</td>
<td>The Writing Workshop in practice</td>
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<td>Exploratory draft and annotated bibliography due</td>
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<td>Oct 7</td>
<td>T</td>
<td>The Writing Workshop in practice</td>
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<td>Oct 9</td>
<td>R</td>
<td>Midterm</td>
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<td>Oct 14</td>
<td>T</td>
<td>Read chapter 2 from <em>Content Area Writing</em> (on blackboard)</td>
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<td>Watch the video on this web page:</td>
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<td>(Note: it takes about 30 minutes total)</td>
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<td>Post Reading Response #4 to Blackboard before class</td>
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<tr>
<td>Oct 16</td>
<td>R</td>
<td>Read p. 1-10 and skim the rest of the WAC document from North Carolina Public Schools</td>
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<td>Post Reading Response #5 to Blackboard before class</td>
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<td>Oct 21</td>
<td>T</td>
<td>Read chapter 14 in <em>The Writing Workshop</em></td>
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<td>Post Reading Response #6 to Blackboard before class</td>
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<tr>
<td>Oct 23</td>
<td>R</td>
<td>Responding to student writing workshop</td>
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<tr>
<td>Oct 28</td>
<td>T</td>
<td>Responding to student writing workshop continued</td>
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<tr>
<td>Oct 30</td>
<td>R</td>
<td>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</td>
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<td>Nov 4</td>
<td>T</td>
<td>Online readings (see instructions on the reading response assignment for today):</td>
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<td>Post Reading Response #7 to Blackboard before class</td>
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<tr>
<td>Nov 6</td>
<td>R</td>
<td>Read <em>The Writing Workshop</em>, chapter 17</td>
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<td>Post Reading Response #8 to Blackboard before class</td>
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<td>Nov 11</td>
<td>T</td>
<td>Online Reading: see revision articles and instructions on Blackboard</td>
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<td>Nov 13</td>
<td>R</td>
<td>Revision workshop—bring draft of anthology page</td>
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<td>Nov 18</td>
<td>T</td>
<td>Read p. 51-59 in <em>Mechanically Inclined</em> and skim pgs. 61-159. Find the chapters on errors most relevant to you and read those chapters carefully.</td>
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<td>Post Reading Respond #9 to Blackboard. Editing Workshop—bring almost final draft of anthology page to class (have link ready)</td>
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<tr>
<td>Nov 20</td>
<td>R</td>
<td>Conferences: bring second draft of research essay</td>
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<tr>
<td>Nov 22</td>
<td>T</td>
<td>Conferences: bring second draft of research essay</td>
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<tr>
<td>Nov 27</td>
<td>R</td>
<td>Thanksgiving Break, no class</td>
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<tr>
<td>Dec 2</td>
<td>T</td>
<td>Anthology piece must be posted to the Wiki by classtime today.</td>
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<td>Publication celebration!</td>
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<tr>
<td>Dec 4</td>
<td>R</td>
<td>4:30 pm – 7:30 pm (Scheduled Final Exam Time.) <em>Final Research Essay w/Reflection will be due at this time.</em></td>
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