English 3360.203: Current Approaches to Composition and Literature
Fall 2014

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Office Hours: MW 11-1, T 12-1, and by appointment
Course meeting: MWF 10-10:50 AM, OCNR 241
Course website: http://englishwiki.tamucc.edu/wiki/WolffMurphy/ENGL3360

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 composition notebook for your Writer's Notebook.
Storage medium to provide access to files during 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 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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<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>March 8</td>
<td>15%</td>
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| **Low-Stakes Writing** (see below for description) 
  *Please note: Much of this work depends on attending class; see Course Policies below, especially “Late Work/Extensions.”* | Daily    | 40% |

**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.

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**

**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.

**Late Work/Extensions**
If there is a significant reason 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. Late work will lose points and may not be accepted, if it is significantly late or the reason and/or your record does not demonstrate consistent engagement in the assignments and activities.

**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. 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.
- 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.

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.

**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 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.

**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

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

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. 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 project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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 projects, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

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.
Veterans
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
Recommended text or compose your own] 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

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.

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.
**Tentative Course Overview.** For specific assignments and in-class activities, go to the wiki page.

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<tr>
<th>Week 1</th>
<th>8/27-8/29</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>9/1-9/5 (Monday holiday)</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>9/8-9/12</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>9/15-9/19</td>
<td>Conferences</td>
<td>Bring notebook and completed self assessment questionnaire to conference</td>
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<td>Week 5</td>
<td>9/22-9/26</td>
<td>The Writing Workshop</td>
<td>Readings from The Writing Workshop Research Report #2 due</td>
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<tr>
<td>Week 6</td>
<td>9/29-10/3</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>10/6-10/10</td>
<td>The Writing Workshop Midterm Exam</td>
<td>Readings from The Writing Workshop</td>
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<td>Week 8</td>
<td>10/13-10/17</td>
<td>Responding to Student Writing</td>
<td>Readings from The Writing Workshop</td>
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<td>Week 9</td>
<td>10/20-10/24</td>
<td>Responding to Student Writing: Rethinking Peer Review</td>
<td>Online Readings Responding to Student Writing Reflection due</td>
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<td>Week 10</td>
<td>10/27-10/31 (Halloween)</td>
<td>Assessment Issues</td>
<td>Online readings</td>
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<td>Week 11</td>
<td>11/3-11/7 (drop date)</td>
<td>Revision &amp; Editing</td>
<td>Online readings</td>
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<tr>
<td>Week 12</td>
<td>11/10-11/14</td>
<td>Research &amp; Writing for educators</td>
<td>Online readings Research Report #3 due</td>
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<td>Week 13</td>
<td>11/17-11/21</td>
<td>Conferences</td>
<td>Bring draft of research essay and completed self-assessment questionnaire to conference</td>
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<tr>
<td>Week 14</td>
<td>11/24-26 (Thanksgiving)</td>
<td>Editing for Publication</td>
<td>Readings from The Writing Workshop Anthology contribution due</td>
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<tr>
<td>Week 15</td>
<td>12/1 (last day of class)</td>
<td>Publication celebration!</td>
<td>Anthologies distributed.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Wed., Dec. 10 8:00 AM – 10:30 AM</td>
<td>There is no formal final exam in English 3360. However, your final research project is due by the end of the official final exam time.</td>
<td>Final Research Project due.</td>
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