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, Writing across Contexts, 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 participation</td>
<td>5%</td>
<td>Daily</td>
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<tr>
<td>Statement of Learning/Teaching Philosophy</td>
<td>10%</td>
<td>July 27</td>
</tr>
<tr>
<td>Drafted FYC Assignments</td>
<td>20%</td>
<td>July 9, July 21, 23</td>
</tr>
<tr>
<td>Teach a lesson</td>
<td>10%</td>
<td>Teach a Lesson: Sign up for a date</td>
</tr>
<tr>
<td>Analysis of a lesson</td>
<td>5%</td>
<td>July 14</td>
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Course Materials Portfolio

Reflections on
- Assigned readings
- Writing processes evidence
- Peer review from others
- Feedback to others
- The documents below

Documents for students (on wiki)
- Class Plans
- Syllabus
- Assignment Descriptions
  - Lit narrative and videos (7/9)
  - Annotated Bib (7/21)
  - Discourse Community Ethnography or Activity Analysis (7/23)

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<tr>
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<th>Course Grade %</th>
<th>Date Due</th>
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<td>50%</td>
<td>Last day (Aug. 6)</td>
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Daily Activities (5%)

We will do a lot of work in class that is important to processing the readings and preparing to teach, so it is important to attend class. I encourage you to do the activities if you miss a day of class.

Statement of Learning/Teaching Philosophy (10%)

All of your teaching decisions should align to your philosophy of learning, so we will start with writing a preliminary philosophy. As you do more reading and thinking about teaching & learning, you will probably modify your philosophy. Lastly, you can use it to center your course materials portfolio.

Drafted FYC Assignments (20%)

You will draft abbreviated versions of the major assignments for English 1301 to get a feel for how the assignments work, what students might learn, and what difficulties students might encounter.

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, scholarly websites, 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.

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.

Analysis of a lesson (5%)
You will annotate some of your drafted lesson plans to show why you’re doing what you’re doing.

Course Materials Portfolio (50%)
We will do a lot of drafting, sharing, peer review, feedback, and revision in this class. Our primary goal is to get you ready to teach, so preparing well-constructed, well thought out plans for the semester is the most important piece. I will spend the majority of my time reading these plans and attempting to imagine your first-year class and spotting trouble, things that might go awry, things that look great, things that might not be feasible, things that you might be able to collaborate on with seminar.

Reflection
As one of most important learning goals is finding ways to enact our theories in practice, you will articulate how you have enacted your philosophy in your class materials and daily plans. You must use the language of the course and refer to student learning outcomes, keywords, and threshold concepts from a professional document (examples provided).

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.
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.

Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own sake.

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."

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. Your grade and your teaching materials 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).

**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. 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.

**DISABILITY SERVICES**

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, Room #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.

**GRADE APPEALS 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.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Academic Honesty/Plagiarism**

Much of teaching consists of "reworking" and "borrowing" other teachers’ plans, assignments, and materials; these 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 will be defined as students presenting as their own a reflective writing or other pieces of writing that they have not written, or providing entire plans/lessons copied word-for-word (barring ones developed in a group) from a peer or website (you may copy some and credit the source). In the case academic dishonesty occurs, I will follow the policy of the university and department. 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.

Late Assignments

We all have situations that occur in our lives that make studying, reading, writing, and attending class difficult. Summer classes are particularly hard to keep up with. However, this class depends on you using the provided materials to develop your own informed practice. It also relies on you to provide feedback to each other in a timely manner; therefore, it is vital you keep up. Late assignments may have points deducted from them.

Technological Literacy

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

Course Schedule

For the complete schedule, please see the wiki.

| Week One: Literacies & Writing Processes (WAW C1 and C4) |
|------------------|------------------|------------------|------------------|------------------|
| M | T | W | Th | F |
| July 6 | July 7 | July 8 | July 9 | July 10 14 |
What do you know about writing?  
A student-centered learning environment--why?  
How? What is it?  
*(Statement of Learning)*

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<thead>
<tr>
<th>What</th>
<th>WAW Intro</th>
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<tr>
<td>Coherent</td>
<td>Literacy Sponsors (Brandt) Literacy Narrative</td>
<td>Literacy Narrative</td>
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<td>Autoethnography videos (Perl)</td>
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<td>Review drafts, discuss video Coding system, What did you discover? Shitty First Drafts--Lamott (527-531) Planning calendar Syllabus &amp; 1st project drafts/videos due</td>
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### Week Two: The Design of a Writing Course

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<td>July 13</td>
<td>July 14</td>
<td>July 15</td>
<td>July 16</td>
<td>July 17</td>
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<tr>
<td>Activity Theory (Russell) Kain &amp; Wardle &quot;Teaching about Writing,&quot; Downs &amp; Wardle (GTW, 278) Beaufort</td>
<td>Meet in FC 107 Lindemann Designing a Writing Course GTW C1, samples Designing Activities (Plan Analysis) Plan drafting</td>
<td>Bray Workshop</td>
<td>Teaching for Significant Learning (Fink) Fulkerson Plan drafting</td>
<td>Plan draft 1 due for peer review by midnight</td>
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### Week Three: Literacies/Discourse Communities

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<td>July 20</td>
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<td>July 22</td>
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<td>July 24</td>
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<tr>
<td>Discourse Communities (Swales) Branick SLO's for FYC Understanding FYC in the 21st Century (in Texas) Assignment options: DCE or Activity Analysis Peer review of Part One Plans due</td>
<td>Discourse community ethnography WC workshop Finding sources--What's appropriate? How to respond to drafts productively (Straub &amp; Lindemann) Reflection on Part One Feedback</td>
<td>Annotated Bibliography Field Notes DC mapping Responding student writing (Sommers) Plagiarism drafts due</td>
<td>Navigating the curriculum McCarthy Beaufort draft DCE/AA due for peer review</td>
<td>Plans draft 2 due Sunday by noon for peer review</td>
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### Week Four: Rhetoric, Linguistics, and Writing Techniques

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<tr>
<td>July 27</td>
<td>July 28</td>
<td>July 29</td>
<td>July 30</td>
<td>July 31</td>
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<tr>
<td>Lindemann, Rhetoric Peer Review of Part</td>
<td>Lindemann, Linguistics</td>
<td>Teaching organization &amp; form -</td>
<td>Teaching revision -- Lindemann</td>
<td>Plans draft 3 due Sunday</td>
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<tr>
<td>Two Plans &amp; draft “Statement of Learning” due</td>
<td>Diversity, language difference, or racism Using portfolios Teach a Lesson-</td>
<td>Lindemann (130-188) Portfolios Teach a Lesson-</td>
<td>(189-210, 222-251) Teach a Lesson-</td>
<td>by noon for peer review</td>
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### Week Five: Revision, Grammar, & Resources

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<td>Aug 3</td>
<td>Grading student writing Teach a Lesson- Reflection on Part Two Feedback</td>
<td>Aug 4</td>
<td>Teaching with a Translingual Approach SRTOL Teaching grammar</td>
<td>Aug 5</td>
<td>Sommers &quot;Responding to Student Writers&quot;</td>
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<td>Aug 6</td>
<td>Aug 7</td>
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