Syllabus
English 3360.202/203, Spring 2016
Current Approaches to Composition & Literature

Section 202: TR 2:00-3:15 (CCH 207)
Section 203: TR 5:30-6:45 (CCH 207)

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 286 or online):
M 3-5, T & Th 3:30-5:00, and other 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
4. A notebook or a journal for your Writer’s Notebook (or you may choose to keep it electronically)
5. 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, divided into categories on a process/product continuum—in other words, how will each category be assessed, on process or product?

1. High-Stakes Writing (40%). Work graded solely on quality of product, demonstration of knowledge, professionalism. Expectations for quality and correctness are very high. Involves extensive revision from earlier work.
   - Genre project (TEKS all levels: Writing/Writing Process; Writing/Persuasive Texts; all Research TEKS).

2. Mid-stakes writing (30%). Work is graded to some extent on product quality, but expectations are not as high as in high-stakes writing, and process is more important than the finished product. Mid-stakes writings move beyond exploration and play—they are meant for an audience and some revision is assumed.
   - Interview report (TEKS all levels: Writing/Writing Process; TEKS all levels: Research/Gathering Sources)
   - Responding to Student Writing assignment (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)
   - Anthology pieces (TEKS all levels: Writing/Writing Process; Writing/Literary texts).
   - Genre study unit (TEKS all levels: Writing/Writing Process; Writing/all genres; Research/Gathering Sources)

3. Low-Stakes Writing (30%). Work graded mostly on process, completeness—the attempt. Offers students the opportunity to explore ideas, practice techniques, and develop writing skills in a safe, 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 of low-stakes writing assignments:
   - Process writings for research project (TEKS all levels: Writing/Writing Process; TEKS all levels: Research/Gathering Sources). Includes several research reports, in-class activities, peer review, conferences, and preliminary drafts.
• In-class quickwrites (TEKS all levels: Writing/Writing Process)
• Writer's Notebook (TEKS all levels: Writing/Writing Process; Writing/Literary texts)
• Reflective writings/responses to readings and class activities (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)

Specific instructions will be provided under the “Assignments” link in Blackboard.

Submitting assignments:
Most writing assignments must be submitted through Blackboard, but a few in-class assignments may be handwritten & turned in directly to the instructor. Unless directed otherwise, please do not send coursework to the instructor via email.

If you do not have a Blackboard account, please go to the Blackboard login page (http://bb9.tamucc.edu) and follow the instructions for “New User” in the box at the right. If you have problems with Blackboard while attempting to submit your assignments, contact the Island Online help desk (361-825-2692)—not your instructor.

Before uploading your assignment to Blackboard, make sure it is saved as an MS Word document. All students now have access to Office 365, Microsoft’s online version of the Office software suite, at no charge. See this link for more information: http://it.tamucc.edu/Office365/Office365.html.

Course Policies

Attendance
You have four “sick leave” days, meaning a maximum of four 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 four missed. There is no such thing as "excused" or "unexcused" absences; these policies will apply no matter what the reason.

Here are the details:
• You may take a maximum of four (4) 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 assignments up to one week past the due date. However, your grade may be subject to a late grade penalty. Generally, if the assignment is still available on Blackboard, you may turn something in.
• Exceptions to the one-week late rule may include (but are not limited to): reading responses, in-
class work, and workshop participation credit. These assignments may not be made up or turned
in late. There are so many low-stakes writing opportunities that missing one or two in these cat-
egories will probably not affect your grade. Missing 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 profes-
sional 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 7-12, 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. Dr. Garza will provide information
about review sessions.

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 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.

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.

If your major is in another college (i.e., Education), please go to http://www.tamucc.edu/academics/advising.php for information about how to contact your advisor.

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 and here for APA documentation rules.

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, clatamucc.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.

Reading & Assignment Schedule
This schedule is subject to change!

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topics/Readings/Assignments</th>
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</thead>
</table>
| Jan 21 | R | Introduction to the Course  
 | | Set up notebooks—bring to class everyday |

**Weeks 1-2: Basic concepts and theories for writing pedagogy**
We’ll spend the first two weeks learning, practicing, and reflecting on important concepts of writing pedagogy. In other words, these are the “why” weeks. We’ll explore why teaching writing is so important and the reasons behind the best practices for teaching writing—why do they work, in other words. These two weeks are packed with information—be ready to deal with it!

Jan 26  | T  | Read “The Neglected R” (Executive Summary only) and “Best Practices” (both available under Resources on Blackboard).  
| | | Read *Mechanically Inclined*, chapters 1-3.  
| | | Before class, post “Thoughts & Concerns” response to Blackboard.  
| | | After class, post “What I learned” response to Blackboard. |

Jan 28  | R  | Read Ray, chapters 1-3 (p. 1-40)  
| | | Skim the Texas ELAR TEKS for your preferred grade level: http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html  
| | | Before class, post “Thoughts & Concerns” response to Blackboard.  
| | | After class, post “What I learned” response to Blackboard. |

Feb 2  | T  | Read chapter 2 from *Content Area Writing* (on blackboard) |
Watch the video on this web page: [http://www.learner.org/workshops/writing35/session8/sec2p2.html](http://www.learner.org/workshops/writing35/session8/sec2p2.html)
(Note: it takes about 30 minutes total)

Before class, post “Thoughts & Concerns” response to Blackboard.
After class, post “What I learned” response to Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Feb 4</td>
<td>R</td>
<td>Read Cathy Fleischer chapters on the Genre Project, available on BB</td>
</tr>
<tr>
<td>Feb 5</td>
<td>F</td>
<td>Post your “Reflection on Writing Pedagogy” to Blackboard by midnight.</td>
</tr>
</tbody>
</table>

**Week 3: Conferences**

We will not meet as a class this week. Instead, each student will make an individual appointment with Dr. Quick. We’ll discuss your writing, your goals as a writer, your hopes & concerns about teaching writing, etc. Each conference will last 20-30 minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 9</td>
<td>T</td>
<td>Conferences—bring your notebook and completed writing self-assessment to your scheduled conference time.</td>
</tr>
<tr>
<td>Feb 11</td>
<td>R</td>
<td>Conferences—bring your notebook and completed writing self-assessment to your schedule conference time.</td>
</tr>
<tr>
<td>Feb 15</td>
<td>M</td>
<td>Interview report due to Blackboard by midnight.</td>
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</table>

**Weeks 4-7: Experiencing the writing workshop**

Weeks 4-7 will focus on your writing. You’ll practice writing in multiple genres in your notebook, and by the end of the four weeks, begin experimenting with writing in your “unfamiliar” genre. All of this is low-stakes writing—have fun playing! There are only two rules this week: 1) you must remain in class to write, and 2) you may not work on any other class assignments—not even for this class. You must focus on your notebook and experimenting with different kinds of writing. If you get stuck, we’ll help you find strategies to keep going.

By the end of Weeks 4-7, you must also have finished reading two of your textbooks, *The Writing Workshop* (Ray) and *Hidden Gems* (Bomer). Don’t worry—they are not long, as well as being good reads and highly practical. How you pace yourself in this task is up to you; however, a recommended reading schedule will be posted on Blackboard and you’ll be asked to report on your reading progress each week.

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<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Feb 16</td>
<td>T</td>
<td>In-class writing workshop: Bring notebook to class.</td>
</tr>
<tr>
<td>Feb 18</td>
<td>R</td>
<td>In-class writing workshop: Bring notebook to class. Bring “gem” sentences</td>
</tr>
<tr>
<td>Feb 19</td>
<td>F</td>
<td><strong>Weekly reading &amp; research progress report (post to BB by midnight).</strong></td>
</tr>
<tr>
<td>Feb 23</td>
<td>T</td>
<td>In-class writing workshop: Bring notebook to class.</td>
</tr>
<tr>
<td>Feb 25</td>
<td>R</td>
<td>In-class writing workshop: Bring notebook to class. Bring examples of mentor texts for your genre</td>
</tr>
<tr>
<td>Feb 26</td>
<td>F</td>
<td><strong>Weekly reading &amp; research progress report (post to BB by midnight).</strong></td>
</tr>
<tr>
<td>Mar 1</td>
<td>T</td>
<td>In-class writing workshop: Bring notebook to class.</td>
</tr>
<tr>
<td>Mar 3</td>
<td>R</td>
<td>In-class writing workshop: Bring notebook to class.</td>
</tr>
<tr>
<td>Mar 4</td>
<td>F</td>
<td><strong>Weekly reading &amp; research progress report (post to BB by midnight).</strong></td>
</tr>
<tr>
<td>Mar 8</td>
<td>T</td>
<td>In-class writing workshop: Bring notebook to class.</td>
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</tbody>
</table>
Have draft of anthology piece ready for peer review
Mar 10  R  Post anthology piece to Wiki before class
Publication Celebration!

Mar 11  F  Weekly reading & research progress report (post to BB by midnight).

March 15/17  T/R  Spring Break—no classes.

**Weeks 8-9: From Practice to Pedagogy—Creating your own writing workshop unit**
You’ve had a chance to experience a bit of the writing workshop for yourself, and also to read about writing workshops in Ray’s book. In the next two weeks, you will be using your knowledge to create your own genre unit. This unit, although it will get an individual grade, will be part of your genre project portfolio turned in at the end of the semester.

The numbers in parenthesis refer to chapters in Ray. Referring back to those chapters before class will help you understand what we will be doing in class.

Mar 22  T  Defining objectives, locating texts, and planning for assessment (10, 11, 12, 17)
Mar 24  R  Creating focus lessons (13)
Mar 29  T  Developing worksheets and other classroom tools (14, 17)
Mar 31  R  Putting it all together!

**Weeks 10-12: Student Writing: Response, Assessment, and Instruction**
We’ll be looking at real writing by real students during these three weeks. While we’ll consider formal assessment methods (such as the STAAR test, rubrics, portfolios, etc.), the focus will be on constructive response for individual instruction.

Apr 1  F  Post complete genre study unit to Blackboard by midnight

Apr 5  T  Read Hidden Gems (Katherine Bomer), available on Blackboard
Re-read Ray, chapter 14.

Apr 7  R  In-class response practice with student writing samples
Apr 12  T  In-class response practice with student writing samples
Apr 14  R  In-class response practice with student writing samples
Apr 19  T  Evaluation and grading practice

Apr 21  R  That test thing--take one of the released STAAR writing tests:
http://tea.texas.gov/Student_Testing_and_Accountability/Test-
ing/State_of_Texas_Assessments_of_Academic_Readi-
ness_%28STAAR%29/STAAR_Released_Test_Questions/
I would strongly suggest taking the reading test as well.

Apr 2  F  Post Responding to Student Writing assignment by midnight.

**Weeks 13-14: Bringing It All Together: Finalizing the Genre Project**

Apr 26  T  Read revision articles on Blackboard.

April 28  R  Bring almost-finished draft of genre portfolio to class, ready for peer review.

May 3  T  Post revised anthology piece to the Wiki before class.
Publication celebration, part II.

May 10  T  Scheduled Final Exam Time. **Final Genre Project Portfolio will be due at this time.**
Section 202: 1:45-4:15 pm
| Section 203: 4:30-7:00 pm |