English 3360.W01
Current Approaches to Composition & Literature
Fall 2016
MTWH 10---11:55

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Office Hours: Mon/Tue 10-12, Sun evening online, or by appointment

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

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
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 SCHEDULE and in Peter Elbow’s article, “High Stakes and Low Stakes in Assigning and Responding to Writing,” available in Blackboard.

**Genre Teaching Project (30%)**
Focuses on an area/level you want to teach. Gather information that you can use and connect to concepts in our course texts.

**Interviews (30%)**
One interview with a current teacher, and one with a student to gather feedback on the topic of teaching/doing writing.

**Writing Feedback (30%)**
Practice providing feedback on work produced each week.

**Participation (10%)**
You are expected to actively engage in all class work.

Developing good writing skills requires practice, and this course provides the focused practice that can make a difference in your writing.
Submitting assignments:
All assignments unless otherwise noted must be submitted through Blackboard.

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—word or pdf. 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.

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. Glenn Blalock, glenn.blalock@tamucc.edu who is in charge of the 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.

Required Readings
You will also need 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](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/](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.

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

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, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Schedule (subject to change)

Week One
• Complete intro activities

Week Two
• Review course info
• Post in Blackboard in the Discussion Forum that you have read the Syllabus
• Begin work on Genre Teaching Project
• Prepare Student Interview Questions
• https://illinois.edu/blog/view/25/197677
• http://ncarbone.blogspot.com/2015/06/on-why-i-call-people-who-are-writing.html

Week Three
• Week One for Genre Teaching Project due
• Writing Feedback for Week One writing due

Week Four
Work on Genre Teaching Project
• Post the notes from your Student Interview in Blackboard

Week Five

• Work on Genre Teaching Project
• Peer Feedback for Student Interview
• Post Student Interview draft in Blackboard

Week Six

• Reader Based vs Writer Based
• Work on Genre Teaching Project
• Develop Teacher Interview Questions

Week Seven

• Week Two for Genre Teaching Project due
• Final Student Interview due
• Writing Feedback for Week Two writing due

Week Eight

• Conduct teacher interview
• Post the notes from your Teacher interview in Blackboard

Week Nine

• Work on Genre Teaching Project
• Peer Feedback for Teacher Interview
• Post Teacher Interview draft in Blackboard
• http://link.springer.com/article/10.1007%2FBF01464074

Week Ten

• Work on Genre Teaching Project
• https://en.wikipedia.org/wiki/Green_paper
• http://teachingandlearninginhighered.org/2015/07/20/plagiarism-doesnt-bother-me-at-all-research/
• Assessment activity - Sample, Type of Feedback, Use

Week Eleven

• Week Three for Genre Teaching Project due
• Final Teacher Interview Due
• Writing Feedback for Week Three writing due

Week Twelve
- Work on Genre Teaching Project
  - http://www.digitalrhetoriccollaborative.org/making-space/
  - http://www.digitalrhetoriccollaborative.org/2016/06/13/combinatory-composition-composing-for-access-and-ability/

**Week Thirteen**

- Develop Genre Teaching Project Rubric
  - http://www.digitalrhetoriccollaborative.org/2016/06/13/combinatory-composition-composing-for-access-and-ability/

**Week Fourteen**

- Work on Genre Teaching Project

**Week Fifteen**

- Work on Genre Teaching Project
  - http://wac.colostate.edu/books/harris/
- Peer Review of Genre Teaching Project

**Final**

- Final of Genre Teaching Project due
- Final - Reflection for 3360