Coastal Bend Writing Project
2017 Summer Institute
Syllabus (English 5667.001)

May 6
10:00-4:00
June 7-30
9:00-4:00 MTWR

Instructor:
Glenn Blalock, PhD
Office: FC 127
Text/Cell: 361.239.8466
Office hours: 4:00-5:00 pm MTWR or by appt.

Catalog Description
Invitational Summer Institute of the Coastal Bend Writing Project, affiliated with the National Writing Project. Workshop for teachers pre-k through university level that: 1) studies theory and effective practices in writing pedagogy; and 2) focuses on improving the individual student’s writing and research skills with the goal of publication. Prerequisites: minimum of one year teaching experience; permission from the Director of the Coastal Bend Writing Project.

Purpose of the Course
Participants in the Summer Institute will improve their own writing skills and learn effective writing pedagogy through research and collaborative endeavors. Upon completion of the Institute, participants will become National Writing Project Teacher-Consultants, and be eligible for advanced institutes, writing retreats, stipends for leading professional development workshops in schools, funds for conference attendance, possible grant funds.

Audience
For teachers in all subject areas, kindergarten through college, with at least one year full-time teaching experience and an interest in improving writing and writing instruction. Counts for six hours of elective credits for the M.A. in English and for the M.S. (with advisor permission) in Curriculum & Instruction, Elementary Education, Secondary Education, or Reading. Please consult academic advisor for applicability to doctoral studies or other Masters programs.

Learning Outcomes
Participants in the CBWP Summer Institute will:

- write to improve their own writing skills, and thus become better teachers of writing (all writing assignments)
- practice a workshop approach to teaching writing, learning effective methods for response and feedback (response groups)
- produce potentially publishable works in multiple genres (all writing assignments)
- analyze effective practices in writing instruction and design model lessons based on them (demonstrations, literature circles, article discussions)
- discuss and apply research and analytical skills for the purpose of examining classroom
practice (inquiry project, demonstrations, literature circles, article discussion)
• demonstrate leadership and presentation skills that will enable them to become advocates for effective writing instruction in the schools (demonstrations, literature circles, article discussions, response groups)
• create a supportive network of educators in the Coastal Bend who will continue to work together to improve writing instruction in local schools (all collaborative projects)

Texts/Materials
A current text on writing pedagogy chosen by each student in consultation with the instructor. The choice is based on the student’s research interests and area of classroom experience.

Assignments
1. Demonstration: Each participant will present a demonstration of an activity for teaching writing based on the topic of his/her inquiry project. The demonstration must include an introduction discussing the theoretical foundation that supports the activity” and a role-play segment where the participants try out the writing technique presented.

2. Writing requirements:
   - Daily notebook writing
   - Minimum of three weekly writings that have been revised from notebook writing
   - An inquiry project, starting with a question/problem related to teaching writing and resulting in a proposal outlining plans for a professionally oriented writing project (grant, research proposal, curriculum, etc.) that emerges from research.

3. Workshop activities
   - Professional literature circles: discussion groups formed on the basis of the book chosen by each individual student. Group members will take turns presenting their books and leading a discussion on the theoretical issues raised by the books.
   - Article discussions: students will be required to read journal articles on 2-3 key contemporary issues in writing instruction (such as technology, college readiness, assessment). Articles will be chosen by the instructor, based on issues of current concern to writing teachers. Students will participate in small and large group discussions on the articles, followed by informal writing.
   - Response Groups: small groups formed on the first day of class that will meet formally several times a week to share writing and offer feedback.

Grade Structure

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<tr>
<th>Assignment</th>
<th>Weight:</th>
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<tbody>
<tr>
<td>Demonstration</td>
<td>20%</td>
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<tr>
<td>Weekly Writings</td>
<td>20%</td>
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<tr>
<td>Proposal</td>
<td>20%</td>
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<tr>
<td>Prof Lit Circles</td>
<td>20%</td>
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<tr>
<td>Participation (discussions, response groups, journals)</td>
<td>20%</td>
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Additional Information

Attendance and Late Work
A Summer Institute relies on the active participation and assumes the professionalism of all its members. Generally, absences and late work are not acceptable. If emergency circumstances do make it necessary to miss a class period or delay your work, please consult with the instructor about your options. Keep in mind that completing the Summer Institute entitles you to become a Teacher Consultant (TC) for the NWP, making you eligible to apply for numerous professional opportunities, including certain stipends, grants, and travel funds. If your absences are excessive or frivolous, you will not be certified as a TC, in addition to any effect it may have on your grade.

Graduate Studies Standards
(adapted, with permission, from Dr. Etheridge)
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 all assignments on time and come to class with serious response and willingness to discuss
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its intrinsic learning value. All work is completed on time with attention to quality and thoroughness.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. Like readings and coursework, students attend and participate because the shared learning experience is the basis of graduate education.
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate and maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

A good graduate seminar on a daily basis is lively, engaging, and somewhat unpredictable. But it's up to each student to take part in creating this atmosphere.

Notice to Student with Disabilities
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. 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

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

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 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, 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.

Provisional Outline

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<th>Dates</th>
<th>Topics &amp; Due Dates</th>
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| Week 1 (June 7-8) | Introduction to NWP
|              | Getting started with writing                           |
|              | Central issues in writing pedagogy                      |
|              | Responding to writing                                  |
| June 8 (Th): | Begin demonstrations                                   |
| Week 2 (June 12-15) | Action research on writing pedagogy                  |
|              | Technology and teaching writing                        |
|              | The Idea of “Makerspace”                              |
| June 12 (M): | First Weekly Writing Due                              |
| Week 3 (June 19-22) | Assessment                                          |
|              | Proposal Writing                                       |
|              | Writing across the curriculum                          |
| June 19 (M): | Second Weekly Writing Due                             |
| Week 4 (June 26-30) | From process to publication                           |
|              | June 26 (M): Third Weekly Writing Due.                |
|              | June 28 (W): Anthology piece due                       |
|              | June 30 (F): Inquiry Project Due                       |