Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.

Maya Angelou

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. Prepares 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:

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

REQUIRED TEXTS AND MATERIALS


A composition notebook for your Writer's Notebook

A Gmail account to provide document storage, management, and portfolio design construction.

Supplemental Readings (PDFs) provided and posted in Blackboard.
ESSENTIAL QUESTIONS
What does a writing workshop involve?
What are the various strategies, tactics or moves that writers employ?
What knowledge or activities improve our abilities as writers?
What must we know as we respond to writing?
What constitutes high-, mid-, or low-stakes writing?

Course Goals
As part of accomplishing these outcomes, students will meet the following goals:
➢ To identify the complex relations among literacy, learning, and language use
➢ To 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
➢ To 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
➢ To apply process pedagogy and the workshop model of writing instruction to curriculum development
➢ To develop a critical vocabulary for teaching writing and literature at an age-appropriate level
➢ To design strategies for teaching writing and literature in a high stakes testing environment
➢ To generate and apply appropriate criteria for responding to and assessing student writing
➢ To develop effective strategies for integrating technology into the English language arts classroom
➢ To articulate the theoretical principles behind the methods that inform one's pedagogy

bell hooks

Home was the place where I was forced to conform to someone else’s image of who and what I should be. School was the place where I could forget that self, and through ideas, reinvent myself.

Jay-Z

I also make choices in technique and style to make sure that it can touch as many people as possible without losing its basic integrity.

Gloria E. Anzaldúa

Tu autohistoria is not carved in stone but drawn on sand and subject to shifting winds. Forced to rework your story, you invent new notions of yourself and reality...

COURSE REQUIREMENTS – GRADE DISTRIBUTION
To achieve success in this course, students must engage and complete in-class activities and/or homework, and to receive credit for this course, student must complete all major projects as well as the mid-term and the final interview with his or her end of year writing portfolio. Assignments and projects are interconnected and designed to build upon each other in a state of progression.

- In-class Activities and/or Homework - 15%
- Self-Discovery Writing Project - 15%
- Partnered Planning Project - 25%
- Individual Genre Project - 10%
- Mid-term - 15%
- Final Oral Interview - 10%
- End of Year Writing Portfolio - 10%

Aside from in-class activities/homework, due dates for assignments are subject to change with advance notice by the instructor.
MAJOR COURSE COMPONENTS

In-class Activities and/or Homework – Due Daily
This portion of your grade reflects participation, preparation, and engagement. Daily work includes in-class engagement and/or small assignments (usually the various activities designed to support the readings or major projects), such as discussions, response to readings, response to drafts, responding to student writing, oral presentations or facilitations, and, on occasion, quizzes. In-class activities are assignments performed in class and cannot be made up if you miss class. Note: if you miss class, or are late for class and miss the in-class activities, you do not receive credit for those particular assignments missed. Engagement in a course is determined on a scale of 100 for any given week; the following grade is possible for any given day:
- 0: you weren’t in class and we missed you.
- 25: you attended but not prepared to engage yourself in a substantive way.
- 50: you attended and demonstrated you were prepared based on qualified pro-active engagement.
- Other in-class activities, such as quizzes or other tasks, are graded on a scale of 100 for that activity.

Self-Discovery Writing Project – Complete Form Due 9-18-17
Students explore the kinds of writing activity in a particular grade-level and the kinds of contexts in which such activity may occur. Such explorations must be documented thoroughly (i.e. journaling, interviewing, researching, etc.). Upon completion, students produce and submit a report that presents their findings. Details with further instructions on how to complete this project may be found in Blackboard.

Mid-term – Due 10-9-17
Students will complete a two-part midterm. Part one is take home. Part two will be completed in class. Details with further instructions on how to complete this project may be found in Blackboard.

Partnered Planning Project – Complete Form Due 11-6-17
With a partner, students produce a set of materials for teaching writing at a particular grade level that uses the concepts of the writing workshop, mentor texts, and units of study of genres, authors, and writing. This set of materials include the following:
- Grade level TEKS Handout
- Year-long Plan for a writing workshop (Units of Study – with at least 3 genres) (Ray, p. 137-138)
- Framework for one genre study out of the three listed in the Year-long Plan (Ray, p. 200-201)
- Genre Study Introduction for the chosen genre in the Framework
- One “Try-It” Worksheet for the genre under study (Ray, 240-241)
- Three Sequenced mentor Text Focus Lessons for the genre understudy
- One form of assessment for the genre under the focus lessons (rubric, etc. (Ray, ch 17).
Details with further instructions on how to complete this project may be found in Blackboard. However, the Year-long Plan for this project must include at least one research-based/nonfiction genre. This stipulation is necessary at any grade-level because from this project, specifically the Year-long Plan, students will produce the Individual Genre Project.

Individual Genre Project – Complete Form Due 12-6-17
To better understand genre, audience, purpose, context, and how writing changes for those factors, students will engage in the production of the genres stipulated in the Year-long Plan from their Partnered Planning Project. This production is meant not only to engage students in writing for those particular genres but also to provide examples or samples of those particular genres. Details with further instructions on how to complete this project may be found in Blackboard.

Final Oral Interview – Due TBS between 11-27-17 thru 12-6-17
The final exam for this course is an oral interview over course content. Students schedule an interview sometime between 11-27 and 12-6. This interview, much like a teacher interview, will take place in my office. Aside from readings, each project in this course is designed to provide you with working knowledge and materials to discuss in a possible interview. Interviews will not exceed 20 minutes. During this time, students may also present their End of the Year Writing Portfolio for consideration, and the instructor may offer feedback too on the state of the portfolio for revision before final submission. Details with further instructions on how to complete this project may be found in Blackboard.
End of the Year Writing Portfolio – Due 12-11-17

For this assignment, students compile a portfolio (high-, mid-, low-stakes writing) and produce a critical reflection that offers how writing is a social activity based on work completed in class. Like a final exam, this product not only gathers crucial items that demonstrate course engagement, but also the reflection synthesizes course content and asks students to demonstrate knowledge of subject matter, genre, rhetorical theory, and processes in a theory of writing. Students are encouraged to produce a “stylish” product that highlights their understanding of writing as a social activity as well as other concepts and/or theories. Therefore, throughout the semester, please collect all material (assignments, feedback, notes, journaling, etc.) to present your work to peers in a portfolio on the day of the final. Each student will read a portfolio and respond in kind through writing based on what you examined in the portfolio.

Late Work and Extensions

If there is a crisis 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 the discretion of the instructor and will depend on reasons for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email. Please note, major assignments submitted late without any authorized extension are penalized one letter grade. Thus, all major work submitted late is penalized one letter grade.

Our Mission

Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning and international programs. The university's federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

ACADEMIC INTEGRITY/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, receiving a grade of zero. 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.

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 the instructor 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 15th is the last day to drop a class with an automatic grade of “W” this term. December 5th is the last day to withdraw completely from the university.
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 or 8-12, please do the following:

- Finish at least 80% of the course work 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 (FC 127, x2640, text: 361.239.8466, email: glenn.blalock@tamucc.edu). He 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.

WRITING CENTER

Writing Centers are resource locations for writing (and sometimes reading) that are popping up in high schools as well as colleges and universities. They practice the kind of conferring pedagogy that we'll be practicing, so not only can they help you write, they can help you understand the value and methods of conferring with your students.

Where Is It?

The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Appointments are available online as well! Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

STATEMENT OF CIVILITY

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.

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.

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.

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

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). 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.

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.

COURSE SCHEDULE/CALENDAR

For a complete schedule, look in Blackboard. The schedule is subject to change. I would advise against printing it out and using it for your assignments without regularly checking Blackboard for updates. Readings must be completed before coming to class on the day listed.

Remember to bring your writer’s notebook everyday!

Unless specified otherwise (see first day, for instance), all assignments should be completed before coming to class on the day listed. If changes to this schedule become necessary, they will be announced in class and a revised schedule will be posted on Blackboard.

Note that because we have so few class meetings, writing assignments will be due every class day and some of the reading assignments will be rather lengthy. Please keep up and manage your time wisely!