Course Information

Contact Information

English 5392.B01—Teaching College Writing/ers: Teaching for Transfer of Learning
Summer I 2018 (May 29-June 29): Blended: MR f2f 5:30-7:25 pm, room CCH 207; TW Online
See Blackboard for links to course site

Instructor: Glenn Blalock
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Course Description

English 5392 continues the work you have done in English 5303, in other composition/rhetoric courses you have taken in the English Graduate Program, and coursework and experiences you have brought to this program.

We have redesigned English 5392 to prepare you to teach college writing/ers in the various roles you may fill as an MA student and graduate, teaching first-year writing courses. Possible contexts include working as a Graduate Teaching Assistant in the First-Year Writing Program, as an adjunct instructor in our First-Year Writing Program, as an instructor at another university or at a community college, or as an instructor teaching dual-credit courses at a high school.

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 Outcomes

- Students will be able to design a course and all relevant teaching materials for English 1302 at TAMU-CC or a relevant FY writing course at other institutions, applying current theory and best practices in Writing Studies.
- Students will be able to justify their course plans, pedagogical choices, and class materials in various ways, for diverse audiences, citing relevant scholarship for their choices.
- Students will be prepared to teach a first-year writing course, with mentoring.

Outcomes, More Specifically:

As a result of your work in this course, you will be able to do the following:

- Engage readings--about pedagogy, Writing Studies theory, and learning and transfer--critically and generously, integrating readings with current knowledge(s) and with teaching plans.
- Relying on course readings and resources, you will be able to develop course websites, with
tentative daily plans (and alternatives) for the entire semester, including links to supporting materials you and students will use.

- Read, analyze, respond to, and evaluate student work in progress in ways that contribute to student writer’s learning.
- Explain clearly to students and to non-specialists (parents, other faculty, general public), why we do what we do in our classes at TAMU-CC. 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 are "threshold concepts" and "transfer" a primary focus of our course?
  - Why do we integrate information literacy (research, inquiry, critical thinking) throughout our course?
  - Why we use the particular assignment sequence that we use?
  - Why do we emphasize invention, revision, peer response?
  - Why do we promote multi-modal and multi-media writing?
  - Why do we respond to student writing in the ways we do?
  - Why do we use portfolios?

Texts and materials you must purchase


Additional readings and resources available online via course website

How you will earn your grade:
Tentative: See "Assignments" page for most current information.

- Course Portfolio
  - Extensive reflective overview
  - Evidence of ongoing reflection
  - Personal statements about "why": writing, information literacy, learning for transfer, pedagogy.
  - Evidence of engaging with reading, synthesizing readings and resources, integrating readings and resources to achieve course outcomes (including 'more specific' outcomes)
- Course Materials
  - Relevant parts of expectations, procedures, etc.
  - Schedule of activities
  - Daily plans
  - Assignment descriptions
  - Evidence of inquiry / research beyond course supplied materials and readings
Evidence of process work: plan; cycle of draft, share and respond, revise; edit

Expectations, Policies, Procedures:

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.
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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** 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. June 15, 2018 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’s Office.

Academic Integrity
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.

Due Dates / Deadlines
We all have situations that occur in our lives that make studying, reading, writing, and attending class difficult. Summer classes are particularly challenging. Your success in this class—what you learn, how you are able to use that learning—depends on your active engagement with the work we are doing. The value of the class for all of us depends on the extent to which each of us is engaging with the work seriously.
and in a timely way. The schedule I provide / we agree to follow is at best an "ideal." It won't suit everyone all the time. If you are unable to meet any due dates or deadlines or keep promises for feedback, etc., send an email to me or to the person waiting for you. In that email, propose a new date / deadline. That's how professionals work. No points deducted, penalties imposed, excuses needed.

Technology & Technological Literacy

Teaching writing in the 21st century depends on our appropriate uses of technology and our technological literacy. We will work with a variety of tech tools, and I welcome your introducing new tools.

To teach in our program (and most likely any other FY program), you will be expected to be comfortable working in a digital environment, even a paper-less environment. All of your course materials will be available online; all student work and your responses will be shared / exchanged online. In this class, we can help you develop the skills necessary to make that possible.

How you will earn your grade:

Overview

As we discussed during our first class meeting, I am inviting each of you to propose the kinds of work you will do to represent your work in the course (your learning, actually). After reading / thinking about this information, what will be a reasonable date for sharing your first version of a proposal?

The course outcomes provide both constraints and affordances. Within the implicit constraints, you have the opportunity to propose the kinds of work you wish to engage and to propose how the work will contribute to your course grade. As a class, we will discuss and develop appropriate evaluation guidelines / criteria for each kind of work (assuming here that you all will be proposing similar kinds of work / products / etc.).

As a way to help you develop your work-plan, consider first the constraints (explicit and implicit):

Explicit constraints:

I am "requiring" that we use portfolio assessment in this course (because we use it in our writing courses and in our Writing Studies major). Portfolios offer learners the most opportunities to "show" their learning, to show the extent to which they have achieved the course outcomes.

With the portfolio, then, comes the extensive reflective overview, the document that explains (and shows) how the portfolio contents (the materials that students have selected) represent the extent to which a student has achieved the course outcomes. (Notice I'm repeating that phrase, to emphasize it as the purpose of the portfolio.)
Implicit constraints:

Portfolios depend on a process of collecting, selecting, and reflecting, as we discussed in class. That implies work to "collect" and from which you will "select" to serve as evidence for your reflection, as evidence of the extent to which you have achieved the course outcomes. In other words, the portfolio process implies (perhaps assumes) that you will be doing various kinds of writing throughout the semester and that you are documenting all the work you do in various ways--the readings, class discussions, sharing and responding to work in progress, inquiry/research you may do, designing web spaces, etc.

The course outcomes imply that you will be designing / composing a course website, which will include all the materials students will need to engage the course. More specifically, this means (to me, at least) that you will be responsible for designing / composing a writing course (or its equivalent), at the very least (whether it is finally online in August seems to me to be optional, though the course you design would be "web ready"). A full course comprises many different parts and pieces, all of them represented in writing (broadly defined). So that means you will be doing quite a bit of writing / rewriting as you prepare course materials.

The other implication in the course outcomes is that you will be able to explain, justify, defend, promote, describe what you are doing as a writing professional--for friendly, unfriendly, uninformed, perhaps uninterested others. Though all this could be done in conversations / oral presentations, the reality is that you will want to be prepared to share documents that explain, etc. Those documents will be the product of revisions, no doubt, and will rely on professional resources / readings, integrated in / synthesized with your own understandings / learnings.

All the above, perhaps, may seem obvious or unnecessary. You may be thinking that what you need most of all is a list of the kinds of writing you need to do, so you can figure out how to do it all for the course. You can anticipate my response, perhaps: Part of writing / being a writer is to be able to use writing to achieve specific purposes with specific audiences. All of my blabbing above is meant to suggest to you the several specific audiences for whom you may be writing and the several overlapping purposes for that writing related to those audiences. But if you wish a list, here is one of many I could develop or that you could develop.

Possible Kinds of Writing

This list represents the kinds of writing (perhaps genres or purposes) I have seen (and done) for the purposes I briefly outlined above:

1. Course Portfolio
   a. Extensive reflective overview
2. Personal statements about "why": writing, information literacy, learning for transfer,
Evidence of ongoing reflection, which could also relate to the next bullet

Evidence of engaging with reading, synthesizing readings and resources, integrating readings and resources to achieve course outcomes (including 'more specific' outcomes)

Evidence of process work: plan; cycle of draft, share and respond, revise; edit

Course Materials

a. Relevant parts of expectations, procedures, policies, etc.
b. Assignment descriptions
c. Schedule of activities
d. Daily plans
e. Evidence of process work: plan; cycle of draft, share and respond, revise; edit

Evidence of inquiry / research beyond course supplied materials and readings

Note that "process work" could or could not apply everywhere, to all or to separate parts. Process work implies "sharing and responding" in strategic and timely ways, in addition to revision.

Process work also implies that you have a method for file-naming that allows you to point to various drafts and to the differences between / among them.

Scheduling?

Because we are going to be reading one another's work in progress (I will be reading and responding to everyone; you all will most likely form teams or arrange ways of sharing so that everyone is receiving responses but you are not responsible for reading everyone's work every time.

What kinds of work schedules will you propose:

● Share specific work in progress regularly (every day, every class day, specific days)
  ○ "Specific work" for example = reading responses / syntheses / integrations; drafts of course parts; regular reflection or not;
● Propose / promise feedback within xx hours / days

Example of grade distribution for 5392

One possible "grading" scheme: EXAMPLE ONLY

<p>| Reflective Overview | 10% | 10% |</p>
<table>
<thead>
<tr>
<th>Reading Responses / Uses / Integrations</th>
<th>20%</th>
</tr>
</thead>
</table>

Course Design

- Syllabi parts (behavioral)
- Assignment Sequence (schedule)
- Assignment descriptions
- Class plans / sequenced
- Student materials (guides, criteria, etc.)

Rationales

- Process (planning, composing, sharing and responding, revising, etc.)

Draft descriptions of . . . .

These drafts are meant only to establish some sense of the parameters / boundaries / sandbox sides; for each of us, we will create jointly (as in together) a more specific description that applies to your work.

Rationales

Depending on intended readers / uses, these may be more or less "finished / polished."

As we discussed, these documents will represent your explanation of concepts or activities or vocabulary that you will be using. Our assumption in these will be that readers / listeners will either question your choices, have a different understanding / definition of a concept or word, or challenge your views / uses. In addition, we should assume that when we use words such as "writing" or "genre" or even "situation," others may not define or understand these words as we do, after our reading.

These texts will at least refer to, use information from, quote, paraphrase, or summarize information from relevant readings in this course (and other resources if you inquire further). If you imagine several possible kinds of readers, you will draft sections or even the entire text so that it is audience-appropriate but so that it still clearly represents your understanding and not you as puppet to the resource ventriloquist.
One way to approach these is to think of them as responses to FAQs, or imagine someone (parent, supervisor, student, colleague, legislator, neighbor) asking "what does that mean?" or "what are you doing?" or "what about [the opposite of what you are trying]?

A list that you might consider, but to which you will no doubt add:

Writing
   imagine all the parts of a process we are discussing and anticipate a question about any part, such as "why can't I write for a general audience" or "they just need to know how to organize (5 p.s) and write correct sentences". "I just want to write a paper"

Research
   Why aren't we doing a research paper?
   What do you mean about identifying and joining the conversation?

Inquiry
   Isn't this just research?

Deep Learning
   Why
   How

Transferable Learning
   huh?

Rhetoric / al
   You mean manipulating others?

Why do we have to read about threshold concepts? What does this have to do with writing? I already know how to write.

Reading Responses

This work is the most "individualizable" (ugh), with the most flexible guidelines. How many ways can you demonstrate that you are "engaging" with the readings, making connections among them, recognizing ways that reading can be applied to courses or to your own work as a writer.

One way to think about your reading responses would be as a resource for later, a set of documents / texts that you can return to for reference or to lead you to reading you want to return to or to help you explain to others.

To use a common cliche, your responses could also represent your conversation with the writer and /or your engagement in the conversation in which the book is also engaged.
Try to avoid judgments: about writing style, editing, etc. Unless you have a scholarly publishing record similar to the authors we are reading, practice reading generously, reading to expand your learning and not to practice your "critique" skills.

If you question assertions (which you should), take the time to trace the research on which the assertions are based; find what has been / is being said about that issue in the scholarly / professional literature. Try to avoid resisting or countering what you are reading by basing your opinion only on your own experience.

Above all, assume the readings have something to teach us, and if nothing else, see your RRs as a map of your learning.

These will obviously not be examples of finished writing. They will represent your reading / thinking in process / in progress.

If you don't respond to (or even read) all the reading assigned, don't bother trying to fake it. In your reflective overview for the portfolio, we'll have a section where you can explain what you did, what you didn't do, and what extent you did what you did.

Course Design

Most likely, no one will be completing / finishing all parts of a full semester course. So in what follows, I'm describing a bit about the various parts of a course design and how you might approach those parts (and how you might avoid doing other parts)

Class Plans (one part of course design)
Schedule and Class Plans

Tuesday, May 29
Good evening

- Introductions
- Technology Stuff: Beginnings
- Why Google Drive and / or OneDrive?
- Preview (this) Site
- Discuss
  - Teaching? or Enabling, Encouraging, Inviting, Promoting, Designing physical and conceptual spaces and experiences for . . . what?
    - Learning, Independence, Responsibility, Respect, Confidence, Curiosity, Flexibility, Humility, Metacognition, Trust, Creativity, Informed Decision-Making, Expanding Literacies,
  - Assignments / Grades / "reading" / "engaging" / "evidence" / "reflecting"
  - Course as
    - response to open-ended questions
      - why, what, how, who, so what, because, which, etc.
    - addressing ill-defined problems
    - synthesis / integration of
      - pedagogical theory and practice
      - learning science / learning theory / cognition / human development
      - rhetorical theories / communication theories / literacies
      - sociology, anthropology, linguistics, design, creativity
  - GB overview of one way this course is structured:
    - Aligning Teaching and Learning: (teach for learning)
      - https://docs.google.com/document/d/1Ne67MZ2E5w0eEnFvVmm5Hn1V2vYbbWvx4oPdrEE_tTM/edit?usp=sharing
    - Another way: Changing the ways we think about (writing, research, learning, reading)
  - Discuss videos and relation to what you wrote in your "introductory" posts

Wednesday, May 30
Due / Do for Class
Read (graze, preview, scan, begin to be familiar with):

Professional Views on Writing and Writing Instruction:
- Council for Writing Program Administrators (CWPA) Outcomes for First Year Writing Courses
  - Online: http://www.wpacouncil.org/positions/outcomes.html
  - PDF: https://drive.google.com/open?id=0B4xfHgVFAIKwYnd6YVY5dIrbVU
- CWPA, NCTE, NWP Framework for Success in Postsecondary Writing
  - Online: http://www.wpacouncil.org/framework
  - PDF: https://drive.google.com/open?id=0B4xfHgVFAIKwLUkyVFNOY1BsR0k
- Five Kinds of Knowledge about Writing (Beaufort, 2007)
- CCCC Position Statement: CCCC Statement on Preparing Teachers of College Writing
- NCTE Guideline: Professional Knowledge for the Teaching of Writing

Respecting / "Knowing" students:
- Freire on "students": graze / preview this for Freire's (still revolutionary) views of students / learners / purpose(s) of education
- NCTE Position Statement: NCTE Beliefs about the Students' Right to Write
- CCCC Guideline: Students' Right to Their Own Language
- Haswell's Matrix of Human Developmental Phases

Who are our students?
- TAMU-CC Students: Common Data Set for 2016-17
- National Data on 2016 FY Students, collected by Higher Education Research Institute (UCLA). See Google Drive folder with several "infographics" and a short report.
- Today's Students by Michael Wesch & his students (video)
- Beloit https://www.beloit.edu/mindset/
- Do a quick "Google" search for current views of "Millennials" or the current "Generation ??"; how are they characterized?

Write

Engage, Reflect, Integrate with?
Begin to synthesize / integrate professional views with own?

Class Plan
- Note changes in reading for Monday, and reading scheduled for next week, so far
- Questions about course materials or course so far?
● Plans / options for tonight:
  ○ discuss ideas for your own work-plan / folder structures, etc.?
  ○ discuss "portfolio" concept a bit further (collect, select, reflect)
  ○ discuss readings / videos
    ■ from Wednesday's class: thinking about how this course is designed (or not?)
    ● Aligning Teaching and Learning: (teach for learning)
      ○ https://docs.google.com/document/d/1Ne67MZ2E5w0eEnFvVmm5Hn1V2vYbbWvx4oPdrEE_ttM/edit?usp=sharing
    ● Another way: Changing the ways we think about (writing, research, learning, reading)
    ■ Discuss videos and relation to what you wrote in your "introductory" posts

Back to Calendar List

Thursday, May 31

Due / Do for Class

Reading:

Threshold Concepts
● Naming What We Know: pages 1-3 and Metaconcept & Concept 1, pages15-34
● ACRL Framework for Information Literacy, pages 1-9

Activity Theory / Rhetoric
● Activity Theory for Writing: General overview
● An application of Activity Theory to critique typical FY writing courses: General Writing Skills Instruction as Ball-Handling: for today, focus on pages 57-60
● Rhetoric of Literate Action: pages 7-20
● gb pondering "Rhetorical Situation"

Applying
● What do writers do?
● What do researchers do?
About Learning

- *How Learning Works*: Introduction, 1-9; Chapter 1 and 2, 10-65
- Graze / preview: Chapters 1 & 2 (pages 1-14) in *Self-theories: Their Role in Motivation, Personality, and Development* (Dweck)
- Graze / Preview: Tagg, Chapter 5 and Chapter 6

Writing:

??What will we put here for the future?

Class plan on next page

Class Plan

1. Note: Post-Class reflection-y thing; Allatonteness; Big Questions
   a. Tool tip: Using Google Docs for response, etc.
   b. Revisions to the site:
2. Discuss individual assignment / work-plans
3. Discussion (some options, but I’d like to at least be sure we discuss 3a):
   a. Ball handling / Activity Theory / Activity System / Rhetoric / Rhetorical Situation
      i. using writing = handling balls? writing = ball(s)
   b. Using readings / viewings about writing from last week and this:
      i. Make connections to-from *Naming What We Know*
      ii. Why / how *ACRL Framework*
      iii. What would you add to your responses about writing? gb sees one aspect missing . . . .
   c. Using readings about learning and students:
      i. Make connections to-from readings last week and this
   d. "Making connections" means, for instance, how the readings are addressing a big question or two? how the readings are related to course outcomes?

Monday, June 4

Due / Do for Class

- *Naming What We Know*: Concept 2 & 3, 35-58
- *How Learning Works*: Chapter 3, 66-90
- Any / all readings already assigned from previous classes
Class Plan

1. Questions about logistics? Using Google Drive?
   a. For tomorrow (not today in class): Copy your responses from discussion forum to document in your Drive folder; consider it to be a first draft of a rationale or explanation of how you view "writing"?

2. Discussion (some options):
   a. Using readings / viewings about writing from last week and this:
      i. Make connections to-from Naming What We Know
      ii. Why / how ACRL Framework
      iii. What would you add to your first responses about writing, based on all the readings we've done so far?
   b. Using readings about learning and students:
      i. Make connections to-from readings last week and this week
      ii. Make connections to-from readings and what does / should / could happen in classrooms or educational systems
      iii. Connect to your own experiences as writer / learner / teacher
   c. "Making connections" means, for instance, how the readings are addressing a big question or two? how the readings are related to course outcomes? how the readings connect to one another (support, expand, counter)? how the reading is part of an ongoing professional / disciplinary conversation, and what it contributes? how the reading applies to what students might do in classes / courses?
      i. "Making connections" implies (for us) that we are pointing to specific passages in specific texts, accounting for context.

3. Pondering NWWK:
   a. How would we have students experience the new concept? In other words, what could students do that would help them see the new vs. old; to express / explain the "troublesome-ness"?
   b. What kinds of writing might a student produce over a semester that would help her or him provide evidence in her or his portfolio that shows their understanding of a concept?
   c. Revise the concept statements so that they are counter-concepts, the opposing versions, the negatives. In other words, if we cross a threshold toward this concept, what is the concept we are leaving? And how does the curricular sediment of that old concept persist in writing courses?
   d. Or from another angle, how could we invite students across these thresholds while still working within course frameworks that weren't built on the threshold concept principles?
e. How do the NWWK threshold concepts connect with / complement / supplement / compare with / align with the ACRL Framework concepts?

f. How could writing assignments / activities enact both NWWK and ACRL concepts?

4. Pondering HLW:
   a. Though difficult to do, what would you list as xx principles of learning, based on your own experiences?
   b. How do these HLW principles of learning align with or compare to your own learning experiences?
   c. How would we apply any of these principles in writing courses? What kinds of assignments or activities would we offer?
   d. How do the principles in HLW connect with Habits of Mind (Framework for Success in Postsecondary Writing) and with 'Dispositions" and "Knowledge Practices" from the ACRL Framework?

Tuesday, June 5

Due / Do for Class

- Naming What We Know: Concept 4, 59-70
- How Learning Works: Chapters 4 & 5, 91-152

Class Plan

Note: I added another Post-Class reflection for yesterday. I also copied part of that document and made a link on the "focusing & reflecting" page for "Schema, or ways to organize knowledges about writing."

You have an email link or it is listed under "course information"->"focusing and reflecting" (is that the best place for that information?).

I haven't completed all I wanted to complete for today: (draft explanations of "assignments" and other materials; sorry. Working.)

Actually, I have started now to draft explanations. You'll see them on the "Assignments" section of the site.

- Let's try yesterday's plan again, #s 2, 3, and 4? (See above for yesterday's suggested points of entry for discussions.)
● However.
  ○ Before you all actually start "discussing," would you spend a few minutes
deciding as a group what two issues / areas of interest / questions you want to
use to focus your discussions? That provides each of you with a way to "redirect"
discussion if it seems to be lost in a rabbit hole somewhere.

Wednesday, June 6

Due / Do for Class

● *Naming What We Know*: Concept 5, 71-83
● *How Learning Works*: Chapters 6 & 7, 153-216

Class Plan

Today's class:

● Unless you all have a suggestion for a more effective use of our time today, I think that
what you all did yesterday worked well. So my suggestion is to continue that approach.
Rather than my copying plans from yesterday and Tuesday, I'm going to assume that
you can scroll up to see both?
  ○ As you consider the scope / quantity of reading that we're doing, I hope we
might spend at least some time talking about the "Schema, . . . " document I
shared yesterday. I may even force it into a conversation.
  (https://docs.google.com/document/d/1WumoiGfqM7oKL2kuUmJleJ0YJ2JemPjk91MWOztvjeE/edit)

● If you all can't decide on things to "do," I think a useful activity in addition to trying to
talk back to TCs would be to find ways to connect our understanding of "writing" with
"Schema" and with Framework for Success in Postsecondary and with the CWPA
Outcomes and even the ACRL Framework. What kinds of conceptual connections or
alliances can we identify? How do they help us expand, refine our understanding of
"writing"?

Thursday, June 7

Due / Do for Class

● *ACRL Framework for Information Literacy*, pages 1-9
● *Writing Across Contexts*, Chapter Two, 37-59
See Materials from "new" ENGL 1302: Outcomes, Guidelines, Assignment Suggestions

See / graze, preview, review materials on Course Design

Class Plan

- Review: What have we done? Why / So what? Where do we go from here?
- Readings (for today and from last two weeks).
- Begin talking about / drafting "course design" assignments

Monday, June 11
Due / Do for Class

- Graze / read the various materials that are linked from the page for ENGL 1302 @ TAMUCC
- Consider / compare this chapter with Assignment Framework for English 1302 (linked from page above
  - Preview in Rhetoric for Writing Teachers, chapter 15, "Designing Writing Courses," pages 252-279
- Compare / Integrate these two readings
  - Preview "Part Two" in Engaging Ideas, "Designing Problem Based Assignments," pages 89-148
  - Preview in Rhetoric for Writing Teachers, chapter 13, "Designing Writing Assignments," pages 213-221, especially 220-221
- Further resources for course design / assignments / activities:
  - See "Design for Learning" link under Readings & Resources menu tab

Class Plan

- Questions?
- One of many important results of our discussion last night:
  - One statement about what we might be attempting with FY Writing, etc.
  - From Monday, introduction paragraph from http://www.ncte.org/cccc/resources/positions/statementonprep
To serve as socially conscious citizens and productive professionals, college students need to cultivate and refine advanced literacy practices, rhetorical flexibility, and habits of mind that will prepare them to address and influence a variety of complex professional, civic, and social situations. Students who possess a sophisticated rhetorical awareness, an extensive knowledge of genre conventions, and a complement of effective writing, critical thinking, and reading proficiencies are advantageously positioned to succeed in academic, public, and professional settings. Because of their high-impact, student-centered, and literacy-focused curricula, assignments, and activities, first-year writing and other writing-intensive courses help students develop these essential areas of knowledge and literacy practices. Effective writing instruction, then, plays a crucial role not only in students' successful academic performance but also in their performance in professional and public settings.

[I'll add this to readings/resources]

- Working backwards . . .

Tuesday, June 12

Due / Do for Class

All readings we've done so far, plus this repeat as near transfer / low road reminder:

- Graze / read the various materials that are linked from the page for ENGL 1302 @ TAMUCC
- Consider / compare this chapter with Assignment Framework for English 1302 (linked from page above
  - Preview in Rhetoric for Writing Teachers, chapter 15, "Designing Writing Courses," pages 252-279
- Compare / Integrate these two readings
  - Preview "Part Two" in Engaging Ideas, "Designing Problem Based Assignments," pages 89-148
  - Preview in Rhetoric for Writing Teachers, chapter 13, "Designing Writing Assignments," pages 213-221, especially 220-221
- Further resources for course design / assignments / activities:
  - See "Design for Learning" link under Readings & Resources menu tab
Class Plan

- gb: clarify the "task"
- Continue drafting, discussing, revising assignments / activities
  - And as with Tuesday evening, our conversations will wander but always in related and useful ways. If I were trying to justify your mix of confusion and suppressed stress, I might say we are an example of what we really mean when we say "constructivist" learning paradigm (or problem-posing). Or I might ask, "what if" our work last night and tonight were an ideal example of a learning situation?

Wednesday, June 13

Due / Do for Class

All readings we've done so far, plus this repeat as near transfer / low road reminder:

- Graze / read the various materials that are linked from the page for ENGL 1302 @ TAMUCC
  - See added links leading to two examples of assignments I used for NWWKand 'About Me'
- Consider / compare this chapter with Assignment Framework for English 1302 (linked from page above
  - Preview in Rhetoric for Writing Teachers, chapter 15, "Designing Writing Courses," pages 252-279
- Compare / Integrate these two readings
  - Preview "Part Two" in Engaging Ideas, "Designing Problem Based Assignments," pages 89-148
  - Preview in Rhetoric for Writing Teachers, chapter 13, "Designing Writing Assignments," pages 213-221, especially 220-221
- Further resources for course design / assignments / activities:
  - See "Design for Learning" link under Readings & Resources menu tab

Class Plan
Tonight, more of the same: We'll read drafts, discuss, and if we have time look ahead. We'll start with Victoria's draft, because I highlighted some things for us to discuss in her first (or second) draft.

Thursday, June 14

Due / Do for / in Class

- Review / look back / reconsider *all* the readings I've listed so far, including those we've discussed and those we've dodged. Continue to consider how / why all of that is connected and is meant to contribute to our goals / outcomes for the course. We may not discuss this explicitly in class, but perhaps we can commit to be more intentional about connecting readings / resources with our work during the next two weeks, even as I add a few more things to read.

- Consider this recent survey: <http://www.pewresearch.org/fact-tank/2015/02/19/skills-for-success/>. This is one of many that list "communication" skills as vital, and often above writing on a list of preferences. For class today, perhaps we can have a short discussion, again, about how we talk about "writing," how we define it, how our ways of talking about / "teaching" "writing" might diminish its value. Then consider NWWK. For all of the concept statements, replace "writing" with "communicating/ion." And then with "learning." And "researching." And then with "teaching." For fun, try "adulting." Try other actions, too. So what? How does this relate to the kinds of transformational learning we are chasing in this course?

Class Plan

1. Note that I've added reading assignments for the rest of this week. Let's talk about how to approach this.
2. Who wants to share work in progress?
3. Sequence / Semester

Monday, June 18

Due / Do for Class

- Bean, Engaging Ideas: Part 1, 17-88, and Part 3, 149-266
- Yancey, et al, Writing Across Contexts: Appendix B and Appendix C
  - Not as models; instead, to analyze and perhaps extract for remixing / mashups
• Adler-Kassner & Wardle, eds. *Naming What We Know*: Chapter 7, "Threshold Concepts in First-Year Composition." 105-121.

• From TAMUCC 1302 materials
  ○ [Guidelines](#)
  ○ [Designing activities](#)

**Class Plan**

1. Added to site / resources, linked from the TAMUCC 1302 page
   a. basic f17 calendar
   b. research to learn sequence
   c. semester project stuff
   d. portfolio information for students? Not yet

2. Note that I've added reading assignments for the rest of this week. Let's talk about how to approach this.

3. Who wants to share work in progress?
   a. Any "rationales" drafts ready?

4. Sequence / Semester
   a. starting with end in mind: keeping "end" in mind
   b. how many ways can we work with backward design
   c. what would visualizations of the semester look like
   d. routines / routine /

**Tuesday, June 19**

**Due / Do for Class**

• **Bean, *Engaging Ideas*: Part 1, 17-88, and Part 3, 149-266**

• **Yancey, et al, *Writing Across Contexts*: Appendix B and Appendix C**
  ○ Not as models; instead, to analyze and perhaps extract for remixing / mashups

• **Adler-Kassner & Wardle, eds. *Naming What We Know*: Chapter 7, "Threshold Concepts in First-Year Composition." 105-121.**

• From TAMUCC 1302 materials
  ○ [Guidelines](#)
  ○ [Designing activities](#)

**Class Plan**

Here's link to information about Blackboard Certification:
[https://iol.tamucc.edu/professional_development.html](https://iol.tamucc.edu/professional_development.html)
● Your Plans: Looking ahead: rationales, etc.
● What will help most today / this week?

● More on "routines"
  ○ backward design again: anticipating:
    ■ Managing documents / workload
      ● filenames, assignment names, version control, etc.
    ■ What kinds of instructions do we offer for small group activities
    ■ For individual in class work to prepare for group
    ■ For individual in class after a class discussion, to help consolidate / reflect?
  ○ Exit slips?
  ○ Write into the day, daily writing, sacred writing
  ○ Questions / Questioning / Redirecting
    ■ What do teachers too often do that students could be doing instead?

Wednesday, June 20

Due / Do for Class
● Bean, Engaging Ideas: Part 1, 17-88, and Part 3, 149-266
● Yancey, et al, Writing Across Contexts: Appendix B and Appendix C
  ○ Not as models; instead, to analyze and perhaps extract for remixing / mashups
● Adler-Kassner & Wardle, eds. Naming What We Know: Chapter 7, "Threshold Concepts in First-Year Composition." 105-121.

Class Plan

Thursday, June 21

Due / Do for Class
● Portfolios at TAMUCC (also linked in TAMUCC 1302 page)
● Bean, Engaging Ideas, Part 4, 267-336
● Lindemann, Rhetoric for Writing Teachers, Chapter 14, 222-251
● About Rubrics
● Asao Inoue, One Point Rubrics
● Responding to Student writers (Nancy Sommers Article)
● No One Writes Alone: Video: Peer Review:
● Haswell Minimal Marking
Class Plan

- Schedules for balance of week
  - We discussed last week about how best to use the time remaining in this course. One outcome of the discussion is that one-size-fits-all probably won't work. It's not supposed to work. We did say that we would make some decisions about how individuals will use the week and our "class time." I said more than once that I can be available almost all week for individual meetings and as always online responding to work you share. If one or more of you wants to attend class during our scheduled time, we'll do that too. I would like to know how you all are going to distribute yourselves, or not, because I still have resources to share (readings, examples, etc.), and we'll need to be clear about how that works.

- Any volunteers to share work in progress, for class response?

- Responding to Student Work in Progress
  - Importance of assignment description and criteria for evaluating
  - Student Writing / Work in Progress
  - Reading / Assessing / Responding

- Evaluating Writing
  - "Rubrics," Evaluation Criteria

Monday, June 25
  Workshop: WiP

Tuesday, June 26
  Workshop: WiP

Wednesday, June 27
  Workshop: WiP

Thursday, June 28
  Workshop: WiP

Friday, June 29
  Final Exam