Current Approaches to Composition and Literature, English 3360.201
Summer II 2019 (July 8-Aug. 9)
Class meeting time: MTWR 10-11:55 AM and Friday Aug. 9 – Final Exam
Class location: CI 222
Final Exam: Friday, August 9, 10-11:55 AM

Instructor: Dr. Susan Wolff Murphy (I am available for student consultations in FC 203C or online)
Office: Faculty Center 203C
Office Phone: 825-5990
Office Hours: MT 12-2, W 9-10, or by appointment (can be WebEx or phone)
Email: susan.murphy@tamucc.edu
Website: http://englishwiki.tamucc.edu/wiki/WolffMurphy/Home and Blackboard

Course Description
Prospective teachers learn to create developmentally appropriate learning environments and tasks that enable student success in writing and the study of literature in Language Arts and English courses, as well as preparing students to meet the increased writing and reading expectations in all subject areas. Prepares prospective teachers to meet increased expectations for their own writing. Prerequisite: one Reading course.

Student Learning Outcomes
Students in English 3360 will:
- Apply contemporary theories of writing and literature pedagogy to design and evaluate classroom materials in accordance with the TEKS.
- Evaluate K-12 student writing using a variety of response and assessment methods.
- Write in multiple academic and personal genres to improve their own writing skills.

Texts and Materials
4. Library reserve materials.
5. A composition notebook for your Writer’s Notebook
6. Storage medium to provide access to files in class (e.g. flash drive, Office 365, Google docs, etc.)

Learning to Learn
Learners fully immerse themselves in assignments and never assume that an assignment is only legitimate if it will be covered on a test. Learners are naturally curious and see every assignment as an opportunity to explore new issues, see old issues in new light, and hone their growing skills. I hope you will approach this class as an opportunity to learn – as an individual and future teacher.
What you can expect of me
You can expect that I will prepare each class period carefully and deliberately. I have sequenced activities and readings in such a way as to prepare you for the larger assignments. I will respond to drafts in a timely manner. I will be respectful of your time and effort, attempting to not assign busywork or meaningless tasks. I will treat all learners as adults who are responsible for their own choices. I ask that you trust me that the various things we're doing, if authentically pursued, will result in valuable learning.

Grade Distribution
Grades will be based on a mix of low-stakes writing (graded mostly on completion, the attempt) and high-stakes writing (graded on quality and correctness). Doing plenty of low-stakes writing provides practice and opportunities to try new things without risk of harming your grade if you make mistakes. The only thing that would harm your grade with low-stakes assignment would be not doing them. High-stakes writings will usually have revision opportunities built in. Instructions for each assignment will be available on Blackboard.

Low-Stakes Assignments
1. Writer’s Notebook (15%). Students will be asked to keep a writer’s notebook, with a required number of entries each week.
2. Reading Responses and in-class assignments (15%). Assigned responses to reading and any in-class work. Questions for each reading response are in the weekly folders on Blackboard. In-class assignments will be explained and completed in class.
3. Participation/attendance in class (10%) – see below re: attendance and participation.

High-Stakes Assignments
4. Responding to Student Writing (10%). You will study actual student writing and develop strategies for responding effectively. Chart, response, and reflection.
5. Article Analysis of a Peer-Reviewed journal article (10%) – To practice information literacy, reading academic articles, and to delve into the scholarship of teaching writing.
6. Genre Study Group Project (25%). This is a collaborative sequence—A multi-part lesson sequence on teaching writing. Includes TEKS map, units-of-study year-long plan, framework for genre study, 1 mini lesson, 1 rubric, and 1 worksheet "try-it!"
7. Publication Piece (10%). A revision of one of your notebook entries to a polished final draft, presented in class.
8. Final Reflection (5%). Written at the final exam time, a detailed self-assessment of your learning. Must demonstrate strong grasp of course concepts.

| Writer’s Notebook | Due weekly, on Fridays 3 points each week 3 writings per week 2 words per week 1 gem per week | 15% |
| Reading responses and in-class assignments (e.g.; STAAR exam, CBWP visit, etc.) | Daily | 15% |
### Participation/Attendance
- **.5% /day**
- **10%**

### Response to Student Writing (chart, letter, and reflection)
- **Draft - July 17 – 3%**
- **Final - July 22 – 7%**
- **10%**

### Article Analysis
- **Draft – July 15 – 3%**
- **Final – July 22 – 7%**
- **10%**

### Genre Study Group Project
- **Year-long plan for writing workshop (Units of Study) (Ray, p. 137-138)**
- **Framework for one genre study (Ray, p. 200-201)**
- **3 sequenced focus (mini-) lessons**
- **One form of assessment (rubric, etc.) (Ray, Chapter 17)**
- **One "Try it!" worksheet for one study (Ray, 240-241)**
- **5% each**
- **25%**

### Publication Piece
- **Draft – Aug. 5 – 3%**
- **Final – Aug. 7 – 7%**
- **10%**

### Final Reflection/Exam
- **August 9 in class**
- **5%**

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

Before uploading your assignment to Blackboard, make sure it is saved as an MS Word document, or if appropriate, a PDF. Please talk to the instructor before submitting in another format. Be especially careful if you have a Mac, that you are NOT sending the instruction Pages documents without converting to Word. All students now have access to Office 365, Microsoft’s online version of the Office software suite, at no charge. See this link for more information: [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html).

**Brief Assignment Descriptions**
Specific instructions for all major assignments are provided in Blackboard.

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**Course Policies**

**Attendance** - Your presence and participation is necessary to learning, so I grade credit/no credit for participating in class. To get credit, you must be on time, participate in all class activities, not use your
phone or computer for activities that do not pertain to class (alert me if you have an urgent personal reason for texting/calls), and not leave class early. Please talk to me if you have medical or other reasons for missing class and we will work on options.

**Grades for drafts and peer review on BB** - All revision, editing, and peer review are worth "low stakes" credit. If you are absent on a day when a draft is due but post your draft on the BB discussion forum before the deadline, you can receive credit for the draft. If you must miss class but can do peer review the same day online, you can earn credit for peer review. However, all make-up credit for "class participation" is provided at my discretion and depends on regular attendance and participation.

**Late Work/Extensions**
If there is something that prevents you from meeting a deadline, you can request an extension to complete or turn the work in late. The approval of an extension is entirely at my discretion and will depend on your record of completion of work and attendance. All requests for extensions must be sent and confirmed by email.

**Writing Center Extra Credit**
All writers benefit by having an attentive reader respond to their work at any stage. I encourage students to earn extra credit on any assignment they take to the writing center. Staple your visit slip to the assignment and/or scan it when you're submitting. There are myriad reasons for this; however, here are a couple for the practical minded student:

1. Writers typically write and think simultaneously. We therefore sometimes make leaps of meaning that readers cannot follow. An attentive reader can tell you when and where your writing becomes difficult to follow, vague, confusing, or etc.
2. When writers tackle difficult tasks, we lose control of less complex things like spelling, grammar, and mechanics. It is helpful to have someone help you to see these.
3. Assignments taken to the writing center are almost always better as a result of that consultation.

**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](http://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.
Classroom/professional behavior

Academic work requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. In this course, civility and respect for diversity is expected. Personal attacks or hate speech are unacceptable on any grounds, including (but not limited to) race, gender, class, sexual/affectional orientation, religion, age, or disability. I will make every effort to treat you with respect, honor your identity, and pronounce your name correctly; however, if I say something that is offensive to you, please let me know.

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 Honesty/Plagiarism

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

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. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue
University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

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

**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. **July 29 is the last day to drop a class** with an automatic grade of “W” this term.

**Grade Appeals Process**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**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.

Class Schedule
Check wiki daily for class plans & homework (link is on Blackboard). This schedule may change!

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>Week 1: Writing Workshop, Writer’s Notebook, Research Questions</strong></td>
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| July 8  
Introductions  
Writer’s Notebook  
Best Practices–Quick
*Mini-conferences – outside of class this week.* | July 9  
High/Low Stakes  
(Elbow)  
MI C2 & Ray  
(Notebook)
"writing studies" overview – to lead into research (website "browsing") | July 10  
Writing Workshop  
(C1)  
Hidden Gems (C2)  
videos  
Research Q – Article Analysis | July 11  
Share WN entries.  
Research Q  
Library – 1 peer-reviewed article –  
CARS model (reading a research article)  
Practice reading protocol w/Bomer  
WN check #1 |
| **Week 2: Response, Conferring, Mentor Texts, Writing Assessment** | **Week 2: Response, Conferring, Mentor Texts, Writing Assessment** | **Week 2: Response, Conferring, Mentor Texts, Writing Assessment** | **Week 2: Response, Conferring, Mentor Texts, Writing Assessment** |
| July 15  
Draft article analysis due, peer review (in WC? as model?)  
Response to writing and conferring discussion. | July 16  
WN check #2  
Reading for gems and Teaching with mentor texts.  
Distribute student writing samples and preview chart. | July 17  
Response to student writing charts and draft letters due.  
Discuss.  
Assessment/STAAR.  
Visit Coastal Bend Writing Project | July 18  
Take STAAR test & discuss.  
Preview group project – grade levels, form groups, exchange contact information.  
WN check #2 |
| **Week 3: Group Project: Genre, Units of Study, TEKS mapping** | **Week 3: Group Project: Genre, Units of Study, TEKS mapping** | **Week 3: Group Project: Genre, Units of Study, TEKS mapping** | **Week 3: Group Project: Genre, Units of Study, TEKS mapping** |
| July 22  
Group Project  
Genre/Unit of study  
Backwards design & scaffolding  
Article Analysis due | July 23  
Group Project  
TEKS mapping by grade level. | July 24  
Group Project  
Scaffolding  
Backwards design | July 25  
WAC/WID content-area writing  
WN check #3  
This week: Units of study and TEKS mapping drafts due. |
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<th>Week 4: Genre Study Frameworks, Mini-lessons, Rubrics, and Grammar</th>
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| July 29  
Group Project  
Books/materials - Planning a Framework for genre study using mentor texts (bring samples). | July 30  
Group Project  
Curriculum for Teaching Writing Focus/Mini Lessons | July 31  
Group Project  
Creating a rubric. | August 1  
Grammar in Context  
Choose genre for revision  
WN check #4  
This week: Frameworks for Genre Study, mini-lesson, and rubric drafts due. |

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<th>Week 5: Revision, Editing, Publication Celebration, Reflection</th>
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| August 5  
Group Project final workshop day.  
Revision  
Draft genre for publication celebration due. | August 6  
Group project due  
Editing  
Choose/polish genre for publication celebration. | August 7  
Publication  
Choose/polish genre for publication celebration.  
Final genre due for publication celebration. | August 8  
Publication celebration potluck. |
| August 9 (Friday)  
Final reflection done in class, during exam time.  
WN check #5 | | | |