English 5392.201—PRACTICUM FOR COMP INSTRUCTOR: Teaching College Writing/ers: Teaching for Transfer of Learning

Summer I 2019  (June 3-July 5): MTWR 4:00-5:55; room CCH 207

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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 do 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 Blackboard "Assignments" page for current information.
• Course Portfolio
  o Extensive reflective overview
  o Evidence of ongoing reflection
  o Personal statements about "why": writing, information literacy, learning for transfer, pedagogy.
  o Evidence of engaging with reading, synthesizing readings and resources, integrating readings and resources to achieve course outcomes (including 'more specific' outcomes)
  o Course Materials
  o Relevant parts of expectations, procedures, etc.
  o Schedule of activities
  o Daily plans
  o Assignment descriptions
  o Evidence of inquiry / research beyond course supplied materials and readings
  o 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.

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.

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. Friday, June 21, 2019 is the last day to drop a class with an automatic grade of “W” this term.

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 Appeal 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:
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.

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. Plagiarism is a violation of academic expectations, 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/, and from our local Writing Center at CASA.

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.

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.
Schedule and Class Plans

- Week One: June 3-6
  - Reading, Writing, In-class and Online Discussion, Sharing and Responding Workshops
- Week Two: June 10-13
  - Reading, Writing, In-class and Online Discussion, Sharing and Responding Workshops
- Week Three: 17-20
  - Reading, Writing, In-class and Online Discussion, Sharing and Responding Workshops
- Week Four: 24-27
  - Reading, Writing, In-class and Online Discussion, Sharing and Responding Workshops
- Week Five: July 1-5
  - Reading, Writing, In-class and Online Discussion, Sharing and Responding Workshops
- July 4: Holiday
- July 5: Final Exam: Final Portfolio Due