Syllabus

**English 3360.201, Fall 2019**

**Current Approaches to Composition & Literature**

Section 202: TR 5:30-6:45 (CI 223)

**Instructor:** Dr. Catherine Quick  
Location: FC 286  
Phone: 825-3025  
Email: catherine.quick@tamucc.edu  
Online Meeting: [https://tamucc.webex.com/meet/cquick](https://tamucc.webex.com/meet/cquick)

**Office Hours** (Dr. Quick is available for student consultations in FC 286 or online at the web address above): M 2-4; T 3:30-5:00; Th 2-3:30, and other times by appointment.

**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, 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**

**Required:**
4. A notebook or a journal for your Writer’s Notebook (or you may choose to keep it electronically)
5. Storage medium to provide access to files in class (e.g. flash drive, Dropbox, Google docs, etc.)

**Recommended:**
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, with revision opportunities built in). 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 assignments would be not doing them. Instructions for each assignment will be available on Blackboard.

Low-Stakes Assignments

1. Reading Responses & In-class assignments (10%). 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.

2. Writer’s Notebook (10%). Students will be asked to keep a writer’s notebook, with a required number of entries each week. Many of these entries will be written in class, but do expect to write at least one outside of class each week.

3. Responding to Student Writing (10%). A sequence of activities that involves learning how to read and respond to writing by K-12 students.

High-Stakes Assignments

4. Argument (10%). During the first half of the semester, we will study and write source-based arguments. This process will culminate in a midterm paper in which you write an argument of your own on an education related topic.

5. Publication Piece (20%). A revision of at least two of your notebook entries to a polished final draft. All of the class’s publication pieces will be collected in a course anthology, which will be published and available as an ebook.

6. Lesson Project (30%). A complete three-day lesson sequence on teaching writing, modeled on the National Writing Project’s C3WP lesson plans. Will include developing a text set appropriate for your grade level.

7. Final exam (10%). More of a reflection essay rather than a formal exam. It will be written at the final exam time, consisting of a detailed self-assessment of your learning. Must demonstrate strong grasp of course concepts.

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.

Assignment submission links are in the relevant “Weekly Modules” folder. The Schedule includes an overview calendar of all due dates.

If you do not have a Blackboard account, please go to the Blackboard login page (http://bb9.tamucc.edu), click “Account Recovery,” then follow the instructions for “New User.” If you have problems with Blackboard while attempting to submit your assignments, contact the Island Online help desk (361-825-2692)—not your instructor.
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 instructor Pages documents without converting to Word. All students now have access to Office 365, Microsoft’s online version of the Office software suite, at little or no charge. For more information: https://iol.tamucc.edu/Office-365.html.

Course Policies

Attendance
You have four “sick leave” days, meaning a maximum of four absences without penalty. No documentation or explanation is needed—or wanted. It’s not my place to judge the validity of your reasons—that decision is yours. Just know that: 1) there are consequences to missing class because of missed content, participation credit, and in-class work; and 2) that if you use up your sick leave, your final grade may be lowered by half a letter grade for each day over four missed. There is no such thing as "excused" or "unexcused" absences; these policies will apply no matter what the reason.

Here are the details:

- You may take a maximum of four (4) absences, no questions asked and no penalty other than missed in-class work and participation credit. You may not make up missed in-class work.
- Extra credit may be available to help you make up for the occasional missed assignment. However, it will only apply to low-stakes writing category. Extra credit won’t happen often—it will help if you miss one or two days, but don’t rely on it to make up for a significant amount of missed work.
- To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in significantly late, or refusing to participate in in-class work may result in an absence and zero credit for any in-class work that day.
- Please keep the contact information for another student to find out what you missed. You will also find helpful information on Blackboard if you miss a class—if an assignment link is still available, it’s likely you may still turn it in (see late work, below).

Late Work
If the assignment is still open and available on Blackboard, you may turn it in late, no questions asked! Late work may be subject to a grade penalty. Be aware, however, that most assignments will not have a long grace period, especially in-class assignments. “Closing time” is usually specified in the assignment link. If you miss class, check Blackboard as soon as you possibly can. If the assignment is not still available, you may not turn it.

In-class Conduct
In general, treat each other and the instructor with respect and follow simple standards of common courtesy. Here are a few specifics:

- Smartphones are useful learning tools, so it is fine to have them in class. In fact, we will occasionally use them! However, please do not abuse this generous policy. Do not text, play games, do social media, shop, or constantly check the phone—use them only for class purposes and pay attention. If there is no class-related reason to have your phone out, please put it away.
- Likewise, computers are to be used for English 3360 work only. No shopping, no Facebook, etc.
- Do not use your time or the computers in English 3360 to work on assignments for other classes.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class. (This includes typing on the keyboard, clicking the mouse, or tapping on a screen.)
- If group work is assigned in class, you must work in a group, not as an individual. During group work time, please stay on task and work cooperatively with other group members.

Department/College/University Policies

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 7-12, please do the following:

- Finish at least 80% of the coursework 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 for information about registration and review for the secondary ELAR exams.
- 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. Dr. Garza will provide information about review sessions.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351 for Literary Studies; ENGL 4352 for Writing Studies), 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.

Disabilities Accommodations
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 at (361) 825-5816.

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
For more information please call 361-825-3466.

If your major is in another college (i.e., Education), please go to https://ucoll.tamu.cc/academic_advising.html for more information about how to contact your advisor.

**Grade Appeals**

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.C2.03_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.

**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 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.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 9 is the last day to drop a class with an automatic grade of “W” this term.

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.

Tentative Schedule
This schedule is a draft—it is subject to change! Please consult the schedule on Blackboard at the beginning of the semester for updates and more details.

Week 1 (Aug 27 & 29)
Introduction to notebooks and daily writing
Readings from Fletcher and online
Reading responses and in-class assignments

Week 2 (Sept 3 & 5)
Mentor texts: learning from other writers
Readings from Fletcher and online
Reading Responses and In-class assignments

Week 3 (Sept 10 & 12)
Genre
Readings from Fletcher and online
Reading responses & in-class assignments
Writer’s notebook check! (9, 6, 3)
First potential publication piece due

Week 4 (Sept 17 & 19)
Source-based argument writing with C3WP
Readings from NWP C3WP materials (online)
Reading responses & in-class assignments

Week 5 (Sept 24 & 26)
Source-based argument writing with C3WP
Readings from Fletcher and NWP C3WP materials (online)
Reading responses & in-class assignments

Week 6 (Oct 1 & 3)
**Writer’s notebook check! (15, 10, 5)**
Second potential publication piece due
Readings from NWP C3WP materials (online)
Reading responses & in-class assignments

Week 7 (Oct 8 & 10)
**Source-based argument due**
Readings from NWP C3WP materials (online)

Week 8 (Oct 15 & 17)
Creating Writing Lessons
Readings from Fletcher and NWP C3WP materials (online)
Reading responses & in-class assignments

Week 9 (Oct 22 & 24)
**Writer’s Notebook check! (27, 18, 10)**
Third potential publication piece due
Creating Writing Lessons: Developing your own text sets
Readings from Fletcher and NWP C3WP materials (online)
Reading responses & in-class assignments

Week 10 (Oct 29 & 31)
Teaching a writing lesson
**Final Lesson Project Due**

Week 11 (Nov 5 & 7)
Responding to Student Writing
Readings in Bomer
Reading responses & in-class assignments

Last day to drop is Friday, Nov. 8.

Week 12 (Nov 12 & 14)
**Writer’s Notebook Check! (36, 24, 12)**
Fourth potential publication piece due
Responding to Student Writing
Readings in Bomer
Reading responses & in-class assignments
Week 13 (Nov 29 & 21)
Responding to Student Writing project due
Revision & Editing
Readings in Fletcher and Online.

Week 14 (Nov 26 & 28)
Publication Pieces due (after revisions)

Thanksgiving is Thursday Nov. 28—no classes that day.

Week 15 (Dec 3)
Final Writer’s Notebook check (42, 28, 14)
Publication Celebration!

Final Exam: Tuesday, Dec. 10, 4:30-7:00.
In-class writing of final reflection.