Syllabus

English 3360, Fall 2020

Current Approaches to Composition & Literature

Section 201 & 202: Fully Online

Instructor: Dr. Catherine Quick

Office: FC 286 (Note: due to COVID-19 situation, Dr. Quick will not regularly be in her office this term. See below for online office hours.)
Office phone: 361-825-3025
Text: 361-444-3515
Email: catherine.quick@tamucc.edu
WebEx: https://tamucc.webex.com/meet/cquick

Online Office Hours (Dr. Quick is available for student consultations via text or WebEx):
Monday and Thursday: 1:30-3:00 pm. Tuesday: 8-10 pm. Other times by arrangement—contact Dr. Quick 24 hours ahead of time to set up times outside of these hours.

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:

Recommended:
Jeff Anderson. Mechanically Inclined: Building Grammar, Usage, & Style into the Writer’s Workshop. Stenhouse: 2005. This is an excellent book to have as a resource, and I would encourage purchasing it. However, the chapters we will use are available as part of the Google Books preview: https://books.google.com/books/about/Mechanically_Inclined.html?id=1cSRqpsplLcC&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false
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 or completely ignoring instructions. Instructions for each assignment will be available on Blackboard.

Low-Stakes Assignments
1. Discussions (10%). Post three times a week in an online discussion of course readings.
2. Weekly Activities (20%). Weekly assignment that asks you to apply learning from course readings to your own writing and/or teaching.
3. Writer’s Notebook (10%). Students will be asked to keep a writer’s notebook, with a required number of entries each week.

High-Stakes Assignments
4. 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.
5. Lesson Project (30%). A complete three-day lesson sequence on teaching writing, modeled on the National Writing Project’s C3WP lesson plans (used in the argument sequence). Will include developing a text set appropriate for your grade level.
6. 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:
Writing assignments must be submitted through Blackboard. Unless directed otherwise, please do not send coursework to the instructor via email. Assignment submission links will be in the relevant “Weekly Modules” folder on Blackboard.

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.tamu.edu/Office-365.html.

Course Policies

Attendance and Late Work for an Online Course

Attendance: An online course is NOT a “complete at your own pace” course. You are expected to turn in assignments each week, keep up with course readings, and participate fully in class discussions and in the occasional synchronous session.
**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. If the assignment is no longer available you may not turn it in.

Be aware that most assignments will not have a long grace period. “Closing time” is usually specified in the assignment link. Check in to the course early in the week (each week opens on Wednesday) and submit assignments on time.

**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 #203. For more information please call 361-825-3466.

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

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeals Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeals Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf

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.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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 5 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.

Schedule
Subject to change!

This calendar is just an overview of the semester. For due dates, assignment links, etc., please go to the Weekly Modules on Blackboard

**PLEASE NOTE:** The “week” for this class runs Wednesday to Tuesday. In other words, the module on Blackboard for the week will open on Wednesday. There are two due dates each week; one is Friday, for reading/viewing and the first discussion posting, and the other Tuesday (additional discussion postings and weekly assignments). More information is available in the modules.

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<th>Week/Dates</th>
<th>Topic</th>
<th>Reading/Viewing</th>
<th>Assignments</th>
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<tr>
<td>Week 2 (Aug 26 - Sept 1)</td>
<td>Keeping a Writer’s Notebook</td>
<td>Anderson, p. 27-50 Fletcher, p. 27-33; 90-93</td>
<td>Discussion Postings Writer’s Notebook Weekly Assignment 2</td>
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<td>Week 3 (Sept 2 – Sept 8)</td>
<td>Writing Workshop</td>
<td>Fletcher, p. 34-63 Videos</td>
<td>Discussion Postings Writer’s Notebook Weekly Assignment 3</td>
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<td>Week 5 (Sept 16 – Sept 22)</td>
<td>Purposeful Writing</td>
<td>Fletcher, p. 52-55; 78-81; 138-141</td>
<td>Conferences Writer’s Notebook</td>
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<td>Week 6 (Sept 23 – Sept 29)</td>
<td>Genres: Reading/Writing</td>
<td>Fletcher, 134-137 PDF reading TBA</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 5</td>
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<td>Week 7 (Sept 30 – Oct 6)</td>
<td>Writing to Learn; Writing Across the Curriculum</td>
<td>Video: Writing Across the Curriculum</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 6</td>
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<td>Week 8 (Oct 7 – Oct 13)</td>
<td>Inquiry</td>
<td>Readings TBA</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 7</td>
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<td>Week 9 (Oct 14 – Oct 20)</td>
<td>Finding the Hidden Gems</td>
<td>Readings from Bomer, TBA</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 8</td>
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<td>Week 10 (Oct 21 – Oct 27)</td>
<td>Conferencing</td>
<td>Readings from Bomer, TBA</td>
<td>Conferences Writer's Notebook Weekly Assignment 9</td>
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<td>Week 11 (Oct 28 – Nov 3)</td>
<td>Authentic Assessment</td>
<td>Readings from Bomer, TBA</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 10</td>
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<td>Week 12 (Nov 4 – Nov 10)</td>
<td>Publishing</td>
<td>Fletcher, p. 118-121</td>
<td>Discussion Postings Writer's Notebook Publication Piece due</td>
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<td>Week 13 (Nov 11 – Nov 17)</td>
<td>Focus Lessons</td>
<td>Fletcher, p. 70-73 Videos TBA</td>
<td>Discussion Postings Writer's Notebook Weekly Assignment 11</td>
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<tr>
<td>Week 15 (Finals)</td>
<td>Reflection</td>
<td>(No reading assignment)</td>
<td>Reflective essay due by midnight, Tuesday, Dec 1.</td>
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Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**

- Face Coverings—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

TAMU-CC Face Coverings

TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf