Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.

Maya Angelou
ESSENTIAL QUESTIONS
What does a writing workshop involve?
What are the various strategies, tactics or moves that writers employ?
What knowledge or activities improve our abilities as writers?
What must we know as we respond to writing?
What constitutes high-, mid-, or low-stakes writing?

Course Goals
As part of accomplishing these outcomes, students will meet the following goals:

➢ To identify the complex relations among literacy, learning, and language use
➢ To identify the theoretical principles behind local, state, and national standards, (especially the TEKS) and apply them, along with a wide range of professional resources, to curriculum development
➢ To explain the ways that contexts for teaching and/or learning are influenced by global and local factors such as: divergent notions of literacy; matters of race, gender, class, economics, technology; cultural and environmental elements; and socio-cognitive development
➢ To apply process pedagogy and the workshop model of writing instruction to curriculum development
➢ To develop a critical vocabulary for teaching writing and literature at an age-appropriate level
➢ To design strategies for teaching writing and literature in a high stakes testing environment
➢ To generate and apply appropriate criteria for responding to and assessing student writing
➢ To develop effective strategies for integrating technology into the English language arts classroom
➢ To articulate the theoretical principles behind the methods that inform one's pedagogy

<table>
<thead>
<tr>
<th>bell hooks</th>
<th>Jay-Z</th>
<th>Gloria E. Anzaldúa</th>
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<td>Home was the place where I was forced to conform to someone else's image of who and what I should be. School was the place where I could forget that self, and through ideas, reinvent myself.</td>
<td>I also make choices in technique and style to make sure that it can touch as many people as possible without losing its basic integrity.</td>
<td>To write, to be a writer, I have to trust and believe in myself as a speaker, as a voice for the images. I have to believe that I can communicate with images and words and that I can do it well.</td>
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COURSE REQUIREMENTS – GRADE DISTRIBUTION
To achieve success in this course, students must engage and complete various miscellaneous activities and/or homework, and to receive credit for this course, student must complete all major projects as well as the mid-term and his/her/their end of year writing reflection. Assignments and projects are interconnected and designed to build upon each other in a state of progression.

| Miscellaneous Activities and/or Homework | 10% |
| Self-Discovery Writing Project | 25 % |
| Mid-term | 15% |
| Planning Project (PPP) | 25 % |
| End-of-Year Writing Reflection | 25% |

Aside from miscellaneous activities/homework, due dates for assignments are subject to change with advance notice by the instructor.
MAJOR COURSE COMPONENTS

Miscellaneous Activities and/or Homework – Due Weekly
There is no attendance requirement for this course, but there are miscellaneous activities and/or homework that you must complete on a weekly timeline. So, this portion of your grade will reflect weekly participation, preparation, and engagement with our coursework. Weekly work includes engagement and/or small assignments (usually the various activities designed to support the readings or major projects), such as discussions, response to readings, small assignments, response to drafts, oral presentations or facilitations, and, on occasion, quizzes. Grades for any of these activities and/or homework are distributed on a scale of 0 to 100.

Self-Discovery Writing Project – Complete Form Due 9-21-2020
Students explore the kinds of writing activity in a particular grade-level and the kinds of contexts in which such activity may occur. Such explorations must be documented thoroughly (i.e. journaling, interviewing, researching, etc.). This self-discovery writing project includes learning also about responding to student writing and what you may discover about the choices you make in your own responses to student writing. Upon completion, students produce and submit a report that presents their findings. Details with further instructions on how to complete this project may be found in Blackboard.

Mid-term – Due 10-5-2020
Students will complete a two-part midterm. Part one is considered low stakes writing. Part two is considered high stakes writing. You may use notes and your book to help you complete the Mid-term. Details with further instructions on how to complete this project may be found in Blackboard.

Curricula Planning Project (CPP) – Complete Form Due 11-2-2020
With a partner, students produce a set of materials for teaching writing at a particular grade level that uses the concepts of the writing workshop, mentor texts, and units of study of genres, authors, and writing. This set of materials include the following:
- Grade level TEKS Handout
- Year-long Plan for a writing workshop (Units of Study – with at least 3 genres) (Ray, p. 137-138)
- Framework for one genre study out of the three listed in the Year-long Plan (Ray, p. 200-201)
- Genre Study Introduction for the genre chosen in the Framework
- Sequenced mentor text focus lessons for a genre under study
- A form of assessment for the genre under the focus lessons (rubric, etc. Ray, ch 17).
Details with further instructions on how to complete this project may be found in Blackboard. However, the Year-long Plan for this project must include at least one research-based/nonfiction genre.

End-of-Year Writing Reflection – Due 12-2-2020 (Considered as your Final Exam)
For this assignment, students compile a document that discusses high-, mid-, and low-stakes writings in a critical reflection that synthesizes their experience and the work completed in this class. Like a final exam, this reflection gathers and highlights crucial items that demonstrate course engagement. The critical reflection discusses a synthesis of experience and course content that reveals for readers your knowledge and competence in at least three of the areas listed below:
- What does a writing workshop involve?
- What are the various strategies, tactics or moves that writers employ?
- What knowledge or activities improve our abilities as writers?
- What must we know as we respond to writing?
Students are encouraged to produce a high-stakes piece of writing (both in its construction and its critical reflection) that highlights their understanding of writing for a particular grade-level. Therefore, throughout the semester, please collect all material (assignments, feedback, notes, journaling, etc.) to present your work in a reflection on the day of the final.

**Late Work and Extensions**
If there is a crisis that prevents you from meeting a deadline, you can request an extension to turn the work in late without a penalty. The approval of an extension is entirely at the discretion of the instructor and will depend on reasons, your record of completion of work, and engagement. All extensions must be confirmed by email. Please note, major assignments submitted late without any authorized extension are penalized one letter grade. Thus, all major work submitted late is penalized one letter grade.

**Our Mission**
Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning and international programs. The university's federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

**ACADEMIC INTEGRITY/PLAGIARISM**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of zero/no credit.

**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 expectation, 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.

**CAUTION:** 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.

**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. **Nov 5, 2020** is the last
day to drop a class with an automatic grade of “W” this term. **Nov 23, 2020 is the last day to withdraw completely from the university.**

**WRITING CENTER**
Writing Centers are resource locations for writing (and sometimes reading) that are popping up in high schools as well as colleges and universities. They practice the kind of conferring pedagogy that we’ll be practicing, so not only can they help you write, they can help you understand the value and methods of conferring with your students.

**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.

**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.

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.

**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.

**GRADE APPEALS PROCESS**
As stated in University Procedure 13.02.99.C0.03, *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.C0.03, 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
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.

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, websites, 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.

REMINDER TO ENGLISH MAJORS

As part of the English undergraduate capstone course (ENGL 4351), 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.

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 8-12, please do the following:

- Finish at least 80% of the course work 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 Rose Zuniga (FC 127, x2640, text: 361.239.8466, email: glenn.blalock@tamucc.edu). He controls registration for the exam and the mandatory review sessions.
- Review study guides carefully. To obtain TExES Study Guides [http://cms.texas-ets.org/prepmaterials/]
- 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. Review sessions usually take place the Saturday one week before the exam. Dates and times will be announced in class.

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.

COURSE SCHEDULE/CALENDAR

**Week 1: Unit 1: Welcome! Course Introduction and Expectations [Aug 19th]**
- Engaging course goals discussion
- Writing a "Who are you?" email
- Reading assigned material
  - Catherine Quick "Best Practices in Writing Pedagogy"
  - Peter Elbow "High Stakes and Low Stakes in Assigning and Responding to Writing"
  - Jeff Anderson, Ch. 3 "Weaving Grammar and Mechanics into Writer's Workshop"

**Week 2: Unit 2: The Writer's Notebook and Writing [Aug 24 & 26]**
- Reading assigned material
  - Katie W. Ray, Ch.1 "Understanding the Essential Characteristics of the Writing Workshop"
  - Katie W. Ray, Ch. 2 "The Necessity of a Writing Workshop in a Day Already Full of Writing"
  - Katie W. Ray, Ch. 3 "Teaching and Development of Writing Identities"
Locating two articles about teaching reading or writing
Reading assigned material
  • Katie W. Ray, Ch. 4 "The Tone of Workshop Teaching"

**Week 3: Unit 3: Teaching Writing from Strengths and The Writer's Workshop [Aug 31 & Sept 2]**
Reading assigned material
  • "Why Kids Can't Write" - *The New York Times*
  • "Why Journalist Shouldn't Write about Education" - *Radical Eyes for Equity*
Writing reading response 1
Identifying individuals, you may know who teach or work with writing
Reviewing assignment description for Self-Discovery Writing Project
Reading assigned material
  • Katherine Bomer, Ch. 1 "What if we just relaxed and stopped caring what the neighbors think"
  • Jeff Anderson, Ch 1 "Introduction"
Watching assigned videos
  • Writing - *YouTube*
  • Writer's Workshop - *YouTube*
Writing reading response 2
Beginning the Self-Discovery Writing Project

**Week 4: Unit 4: Reading Like a Writer; Writer's Craft [Sept 9]**
Discussing/working on your Self-Discovery Writing Project.
Reading like a writer by responding to student writing.
Reading assigned material
  • Katherine Bomer, Ch. 2 "What Voices Dance in Our Heads as We Read Student Writing, and Where Did They Come From?"
  • Katherine Bomer, Ch. 3 "What Can We Learn from Reading Widely in Modern Texts and Naming What We Admire"
Writing reading response 3
Working on the Self-Discovery Writing Project
Reading assigned material
  • Jeff Anderson, Ch. 2 "Moving from Correct-Alls to Mentor Texts"
Writing reading response 4
Reading like a Writer by responding to student writing

**Week 5: Unit 5: Writing about Writing [Sept 14 & 16]**
Introducing your Curricula Planning Project
Reading assigned material
  • Katherine Bomer, Ch. 4 "How can We Use New Language to Effectively Speak to Kids About Quality in Writing"
  • Katherine Bomer, Ch. 5 "Where Can We Find Fun Phrases for Talking About Writing"
Writing reading response 5
Listening to a podcast
Practicing part two of the midterm
Reading Assigned Material
  • Katie W. Ray, Ch. 9 "Getting Ready to Teach"

**Week 6: Unit 6: Mentor Texts and Midterm [Sept 21 & 23]**
Self-Discovery Project Due
Reminding about midterm part one
Engaging texts as mentor texts
Completing the midterm - Part One and Two
Reading assigned material
  • Katie W. Ray, Ch. 10 "The nature of Workshop Curriculum"
  • Katie W. Ray, Ch. 12 "Whole-Class Units of Study in the Writing Workshop"
Week 7: Unit 7: Whole Class Lessons: Year Long Plan [Sept 28 & 30]
Understanding Whole-class Units of Study
Developing your Year Long Plan
Creating your TEKS handout
Reading assigned material
  • Katie W. Ray, Ch. 16 "The Writing Workshop Teacher's Plan Book"
Writing reading response 6
Completing the Year-long Plan and TEKS handout

Week 8: Unit 8: Planning and Developing Curriculum for a Unit of Study: Frame(work) [Oct 5 & 7]
Midterm Part 1 and 2 Due
Submitting your Year Long Plan and TEKS Handout
Beginning your Genre Study (or Author Study) frame(work)
Reading assigned material
  • Lucy Calkins "Genre Studies" excerpt
Reading assigned material
  • Katherine Bomer, Ch. 6 "How Can We Read Student Writing to find the Hidden Gems?"
  • Katherine Bomer, Ch. 7 "How Can Generous and Careful Reading of student Writing Tell us What to Teach?"

Unit 9: Responding to Study Writing and Developing a Genre Study Introduction [Oct 12 & 14]
Turing in your Genre (or Author) Study Framework
Beginning your Genre (or Author) Study Introduction
Reading assigned material
  • Katherine Bomer, Ch. 8 "What Can We See in Student Writing When We Read it with Colleagues"
  • Small collection of Student Writing from Steve Peha
Examining whole class writing
Completing the "Looking at Whole Class Writing" template
Continuing to work on Genre (or Author) Study Introduction - "Looking Closely at Qualities of Writing: Four Possibilities" template
Reading assigned material
  • One student piece of writing from either Middle or High School found in the Steve Peha collection
  • Katie W. Ray, Ch. 17 "Assessment and Evaluation: The Questions Become the Curriculum"
  • Katherine Bomer, Ch. 9 "How Do We Think Through Official Evaluation and Grading as Response to Student Work?"
Writing reading response 7

Unit 10: Focus Lessons and Assessment [Oct 19 & 21]
Submitting your Genre (or Author) Study Introduction
Completing "Looking at Student Writing" handout
Learning about focus lessons
Reading assigned material
  • Katie Ray, Ch. 13 "Focus Lessons: Whole-Class Teaching in the Writing Workshop"
Writing reading response 8
Brainstorming a focus lesson
Reviewing/critiquing a focus lesson example
Learning about assessment
Working with rubrics
Completing focus lesson and rubric for homework
Reading assigned material
  • Jeff Anderson, Ch. 4, "Off-the-Wall Grammar and Mechanics Instruction"

Week 11: Unit 11: Grammar in Context [Oct 26 & 28]
Submitting Focus Lesson and Assessment (Rubric) assignment
Understanding grammar in context
Reading the End-of-the-Year reflection assignment description
Reading assigned material
  • Gloria Anzaldúa - "How to Tame a Wild Tongue"
Writing reading response 9

**Week 12: Unit 12: Guest Teacher(s) [Nov 2 & 4]**
  Complete Curricula Planning Project Due (with any revisions)
  Listening to guest teacher(s) speak about working with students and writing and assessment
  Responding to Anzaldúa's reading
  Reviewing end-of-the-year writing reflection assignment description
  Working independently on end-of-the-year writing reflection

**Week 13: Unit 13: End-of-the-Year Writing Reflection Workshop [Nov 9 & 11]**
  Crowdsourcing reflection content
  Working in workshop mode
  Reading assigned material
  • David Cutler, "To Teach Effective Writing, Model Effective Writing"
  • Great Schools Staff, "Effective Writing Instruction for Students with Learning Problems"
  Writing reading response 10

**Week 14: Unit 14: Workshop Mode and Writing [Nov 16 & 18]**
  Crowdsourcing reflection content
  Working on any assignments that need to be completed

**Week 15: Unit 15: Workshop Mode and Writing [Nov 23]**
  Crowdsourcing reflection content
  Working on any assignments that need to be completed

**Week 16: Unit 16: Final Exam: Online [Dec 2]**

Exam hour Tuesday, Dec 2 @ 1:45 pm – 4:15 pm.
  **Must submit End-of-year writing Reflection before 5 pm on Dec. 2, 2020**
  NOTE: online submission; no face-to-face final.
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/](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](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)