

**Colloquium: Teaching College Reading and Writing  
ENG 675-001  
Course Syllabus: Fall 2012  
Dr. Tabettha Adkins**

**Class space:** Hall of Languages 302  
**Class Time:** Tuesday 2-4:40  
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**Office phone:** 903.886.5269  
**Office Location:** Hall of Languages 229  
**Office hours:** Monday 10-11:30 and 1:30-3; Tuesday 10-11:30;  
Thursday 10-11:30 and 1:30-3

**Course Information**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

*Basic Writing.* Otte and Mlynarczyk. ISBN: 9781602351745

*The Bedford Guide for Writing Tutors.* Ryan. ISBN: 0312566735

*Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom,* 2<sup>nd</sup> ed. John C. Bean. ISBN: 0470532904

*How Learning Works: Seven Research-Based Principles for Smart Teaching.* Ambrose, et al., eds. ISBN: 0470484101

*Identity Papers: Literacy and Power in Higher Education.* Williams, ed. ISBN: 978-874216493

*Shane, The Lone Ethnographer: A Beginner's Guide to Ethnography* by Sally Campbell Galman. ISBN: 9780759103443

*Other Reading(s) Required, all available in Document Sharing in eCollege:*

Anderson, Charles M. and Marian M. MacCurdy. "Introduction." *Writing and Healing.*

Bartholomae, David. "Inventing the University."

Bloom's Taxonomy of Learning.

Bloom, Lynn Z. "Freshman Composition as a Middle-Class Enterprise." *College English* 58.6 (1996): 654-675. Print. Available on eCollege.

## CCCC Position Statements.

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review* 58.3 (1988): 280-98. Print. Available on eCollege.

Dong, Yu Ren. "The Need to Understand ESL Students' Native Language."

Downs, Douglas and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" *College Composition and Communication* 58:4 (2007): 552-584. Print. Available on eCollege.

Gabriel, Trip. "Plagiarism Lines Blur for Students in Digital Age." *The New York Times*. 1 August, 2010. Online, linked from eCollege in the Webliography.

Harris, Muriel and Tony Silva. "Tutoring ESL Students: Issues and Options."

Payne, Michelle. "A Strange Unaccountable Something." From *Writing and Healing*.

Reid, Joy M. *Teaching ESL Writing*. Excerpts.

Skorczewski, Dawn. "From Playing the Role to Being Yourself: Becoming the Teacher in the Writing Classroom."

*Strategies for Teaching First-Year Writing* chapter 6- Strategies for Course Management.

Williams, Bronwyn T. "Heroes, Rebels, and Victims: Student Identities in Literacy Narratives."

---. "Seeking New Worlds: The Study of Writing Beyond Our Classrooms."

---. "Speak For Yourself? Power and Hybridity in the Cross-Cultural Classroom."

--- and Amy A. Zenger, "Who Reads and Writes in Hollywood?: Reading Representations of Literacy in Contemporary Movies."

## Course Description:

*ENG 675- Colloquium on Teaching College Reading and Writing* is a required course for graduate students teaching in the writing center or composition program for the first time. Students will both engage with the theoretical texts that shape our programs and learn some practical applications of those concepts for the composition classroom and writing center.

Departmental approval is required for enrollment in this course.

## **Student Learning Outcomes:**

1. Students will practice and develop the theories that serve as a foundation for the first year writing program and writing center at Texas A&M University-Commerce.  
Assessed through: teaching reflection
2. Students will apply pedagogical strategies for teaching and tutoring reading and writing at the college level, including assignment creation, responding to students' texts, managing classroom discussion, etc.  
assessed through: midterm assignment
3. Students will evaluate varying strategies for teaching first-year college writing and tutoring students at all college levels.  
Assessed through: reading responses
4. Students will be able to construct their own theories of good college writing teaching and/or tutoring.  
Assessed through: teaching philosophy in portfolio

## **Course Requirements**

### **Instructional / Methods / Activities Assessments**

#### **Attendance Policy:**

Since you are all graduate students, I assume you want to be here and will attend all classes. If you cannot attend a class due to illness, family emergency, etc., please try to let me know in advance, and be sure to e-mail me before you return to class so you will be up-to-date with class activities. More than one absence (since this is a once-a-week class) will reflect on your grade. Excessive tardiness will be reflected in your participation grade.

#### **Assignments:**

##### Pedagogical Approach Presentation (20% of final grade):

Each of you will present on a pedagogical approach commonly utilized in composition, either now or in the history of the discipline. If the class is big enough, you'll collaborate on these presentations.

In the presentation, you should give your classmates an overview of this approach which may include discussion of the historical context of that approach, who is credited for introducing the approach, what the approach "looks like" in the classroom, and other relevant scholarly information. This presentation should be approximately 20-30 minutes, may include an interactive element, and should be more than just lecturing to the class. Excellent presentations

will include some kind of visual or supplemental element that engages the entire class in learning about this pedagogical approach.

Approaches you may cover include:

- Post-colonial
- Expressivist
- Feminist
- Process pedagogy
- Cultural studies
- Writing Across the Curriculum
- Teaching English as a Second Language
- Collaborative Learning

### Reading Response Papers (25% of final grade):

Throughout the semester, you must complete six reading responses. You are only permitted to turn in one response per week. That means you chose the six weeks you write your RRs.

These responses should not include any summary of the text. Some questions to guide your RRs may be:

- What does this text help you understand or conceive that you did not understand or conceive before?
- How might you use or apply this text or some of the strategies employed by the author of this text?
- Could you extend the research started by this author in some way, or
- Could you use this scholar's methodology for your own research?
- What do you learn about methodology from this text?
- How is the collaboration at the center of this text successful or not successful?
- How might I specifically use this text in my teaching?
- How might I specifically use this text in my own collaborations?
- What is your appraisal of the text?
- What are some useful or flawed concepts or ideas from this text?
- How might this text come into conversation with related topics/discussions/readings?

Good RRs are 2 pages long, specific, and detailed. Good RRs also quote the text and elaborate on points with examples.

Please double space your RRs and use a 12-point standard font. Upload your RR to the designated eCollege space. **The RR is due before we discuss the text is discussed in class. In other words, you cannot submit an RR about something we've already discussed.** Plan your RR submission dates carefully.

### Midterm Assignment: Best Practices Guidelines (15% of final grade):

Using course texts (especially *How Learning Works*), discussion, and other research when necessary, create a set of guidelines for teaching something *specific*. I emphasize the word

specific. You should not create guidelines for teaching something broad or general like teaching composition or research papers. Instead, your guidelines should focus on the best way to teach something specific to a specific audience. To help you narrow your guidelines down, use this little formula:

These guidelines are to help (what kind of teacher?) teach (what?) to (whom?) toward the end of (what goal?).

So, for this assignment, I am looking for:

- A title
- An introduction
- Good use of the strategies discussed in *How Learning Works*
- A detailed, annotated list of what kinds of guidelines collaborators should follow for successful collaboration
- A one-page reflection explaining why you made the recommendations you made.

You will present these best practices to the class.

Teaching Portfolio (30% of final grade):

Your teaching portfolio, a common text requested by hiring committees at colleges and universities, will contain:

- a teaching philosophy statement
- a sample in-class teaching and/or tutoring activity of your own design
- a marked student paper (reply either as an instructor or as a tutor)
- an observation report of a faculty member teaching any subject
- an observation report of a tutor
- a reflection of your own teaching or tutoring that explicitly shows how what you did in this teaching/tutoring activity or class was informed or by or related to something you read this semester

I will provide teaching philosophy statement examples on cCollege, as well.

Participation (10% of grade):

You are expected to actively engage in each class period. Active engagement includes coming to class prepared with assigned reading and/or writing complete, participating to positive ends in class discussion, coming to class regularly and on time, contributing *productively* to class discussion, etc.

**Grade weights:**

<u>Assignment Name</u>	<u>Percentage of Grade</u>
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Presentation	20%
Reading Responses	25%
Midterm Best Practices Guidelines	15%
Teaching Portfolio	30%
Participation	10%

### Grading Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

## Technology Requirements

You will need access to the Internet and a printer. You are expected to have access to the readings on the days we are scheduled to read them. (You can read them off your laptop, iPad, Kindle, etc. in class if you don't wish to print.)

All assignments, including weekly reading assignments, teaching portfolio, and best practices guidelines, must be typed.

You may need access to library databases to conduct research for some assignments.

Class website can be found on eCollege.

Research help is available through the library. See their fabulous Lib Guides to get started:  
<http://tamuc-commerce.libguides.com/browse.php>

## Communication and Support

The very best way to contact me is to send me an e-mail at  
[Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu)

I am also available for meeting during my office hours, Monday 10-11:30, 1:30-3; Tuesday 10-11:30; Thursday 10-11:30, 1:30-3; and by appointment. My office is located at HL 229. Appointments scheduled through e-mail are appreciated.

I can be reached via telephone during my office hours, as well. The number is 903.886.5269.

## Course Policies and Procedures

## **Academic dishonesty/ Plagiarism:**

Professors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University- Commerce Code of Student Conduct 5.b [1,2,3]).

Plagiarism isn't simply the use of another source's words without giving credit to that source. In fact, this issue is far more complicated. For example:

1. If you write an entire paragraph based on information from a source and only cite that source at the end of the paragraph, this practice can be considered a form of plagiarism.
2. If you use an author's idea without crediting the author, this practice can be considered a form of plagiarism.
3. If you turn in an essay you have used in another course, you can be accused of plagiarism. Yes, you can plagiarize yourself!
4. If you buy a paper from an online "paper mill," this is definitely plagiarism.
5. If someone writes your paper for you, this is definitely plagiarism.
6. If you "lift" sentences, phrases, or paragraphs from a source (online, a book, a peer's paper, etc.) without giving credit to the source, that is definitely plagiarism.

My promise to you:

I promise to *never* use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turnitin.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article in the Chronicle of Higher Education: <http://chronicle.com/article/Plagiarism-Detection-Tool/29885>.

I also promise, however, that I take academic dishonesty very seriously. *If I catch a graduate student committing plagiarism, that student should expect to fail my course and be reported to the director of graduate students.* You're in graduate school for degrees in Literature and Languages, folks; no excuses.

## **Grievance Procedure:**

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Department Head of Literature and Languages, Dr. Hayes.

## Other course policies:

1. I do not accept late work.
2. I do not accept papers submitted via e-mail unless we previously agreed upon that arrangement. Reading responses are due in class, not after class.
3. Turn your cell phone ringer off and *put it away* during class. If you're experiencing some kind of emergency in your personal life that requires access to a cell phone during class, just let me know before class begins.
4. You must turn in all assignments in order to pass the course.
5. Please be courteous to me and to your classmates; come to class on time. See attendance policy for more information.

## University Procedures

### *ADA Statement*

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## Course Calendar

This schedule may be adjusted to accommodate for student learning needs.  
 Hint: EC= eCollege. HLW= How Learning Works

Class Meeting Date	Be Prepared to Discuss:
August 28 W1	Introduction to class  discussion of Downs & Wardle article (EC)  assessment quiz
September 4 W2	Bartholomae EC Part I- Bean Intro & chapter 1- HLW Skorczewski EC  Presentation: Expressivism
September 11 W3	Bloom (EC) HLW chapters 2-4 Excerpts from <i>Strategies</i> (EC)  Presentation: Post-Colonial Pedagogy
September 18 W4	Part 2- Bean HLW chapter 5 Bloom's taxonomy (EC)  Presentation: Cognitive Pedagogy
September 25 W5	<i>Bedford Guide for Writing Tutors</i>  Presentation: Collaborative Pedagogy
October 2 W6	Harris & Silva EC Dong EC 3 chapters on Teaching ESL in EC  Presentation: Teaching English as a Second/ Foreign Language (or Teaching English to Non-native Speakers)
October 9 W7	HLW Chapter 6- end  Presentation: Process movement

October 16 W8	<b>Midterm presentations—best practices due</b>  <i>Shane, The Lone Ethnographer</i>
October 23 W9	Chapters in <i>Identity Papers</i> : Intro, 6, 7, 8, 9, 11, & 13  Presentation: cultural studies
October 30 W10	<b>Bronwyn Williams visits</b>  Bronwyn's four articles in EC
November 6 W11	<i>Basic Writing</i> chapters 1-3  Presentation: writing across the curriculum (WAC)
November 13 W12	Delpit (EC) 2 excerpts from <i>Writing and Healing</i> (EC)  Presentation: feminist pedagogy
November 20 W13	<b>No face-to-face class—Thanksgiving break Class will be online. Discuss position statements posted in eCollege. You'll each be assigned a position statement on which to lead discussion in EC.</b>
November 27 W14	<i>NYT</i> article in EC Part 3 & 4- Bean  Make-up day (only if absolutely necessary)
December 4 W15	Present one element of teaching portfolio of which you're particularly proud to the class.  <b>Portfolio due Monday, December 10 at noon.</b>

At the end of the first class, we need to sign up for:

**Pedagogical Approaches**

**CCCC Position Statements (November 20)**

Expressivist September 4		Intellectual Property & Plagiarism Detection Software	
Post-colonial September 11		Students Rights To Their Own Language	
Collaborative Learning September 25		Disabilities Policy	
Teaching English as a Second Language October 2		Ethical Conduct of Research in Composition Studies	
Process pedagogy October 9		Teaching Second Language Writing and Writers	
Cultural studies October 23		Preparation and Professional Development of Writing Teachers	
Writing Across the Curriculum November 6		Writing in Digital Environments	
Feminist November 13		Assessment Principles	
		National Language Policy	
		Multiple Uses of Writing	
		Professional Guidance/ Guidelines for new rhet/comp faculty	