Colloquium: Teaching College Reading and Writing  
ENG 675-01E  
Course Syllabus: Fall 2013  
Dr. Tabetha Adkins

Class space: Hall of Languages 306  
Class Time: Tuesday 1:50-4:20  
E-mail Address: Tabetha.Adkins@tamuc.edu  
Office phone: 903.886.5269  
Office Location: Hall of Languages 229  
Office hours: Monday 10-11:30 & 1:30-3; Tuesday 10-11:00; and Thursday 10-11:30 & 1:30-3

Course Information

Materials – Textbooks, Readings, Supplementary Readings:

**Textbook(s) Required:**

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


*Teaching What You Don’t Know.* Huston. ISBN: 978-674035805


**Other Readings Required**

all available in Document Sharing in eCollege.

**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: sample lesson plan in teaching portfolio

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

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:

“Teaching What You Don’t Know” Presentations (10%)
We will divide the book “Teaching What You Don’t Know” into equal portions. Students will be responsible for presenting the most important content from their portion to the class. Look for the most useful tips in your portion. This presentation does not need to be formal (so don’t prepare a PowerPoint presentation, for example). Instead, share the most useful tips from your section with the class.

Reading Response Papers (30% of final grade- 10 % each):
Throughout the semester, you must complete three reading responses. You chose the text(s) you respond to, as long as they were read during the period prior due the due date for that writing response and after the due date for the previous response. (Think of these response papers as end-of-unit response papers.)
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 RRAs are 2-5 pages long, specific, and detailed. Good RRAs also quote the text and elaborate on points with examples.

Please double space your RRAs and use a 12-point standard font. Turn the RR in to me at the beginning of class on the date it is due.

The due dates are:
RR1- October 1
RR2- October 22
RR3- November 12

Teaching Portfolio (50% of final grade):
Your teaching portfolio will contain:

- a teaching philosophy statement (I’ll provide samples on eCollege)
- 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 in which you indicate what you learned from that faculty member’s teaching and how what you observed related to what you’ve learned in this class.
- an observation report of a tutor and how what you observed in the session related to what you’ve learned in this class
- 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

Please bundle your portfolio documents into one document and submit it to me by noon on Monday, December 9 via e-mail to Tabetha.Adkins@tamuc.edu

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:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>“What You Don’t Know”</td>
<td>10%</td>
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<tr>
<td>Presentation</td>
<td></td>
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<tr>
<td>Reading Responses</td>
<td>30%</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>50%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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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://tamu-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
I am also available for meeting during my office hours, Monday 10-11:30, 1:30-3; Tuesday 10-11:00; 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

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@tamu-commerce.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).
This schedule may be adjusted to accommodate for student learning needs.

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Be Prepared to Discuss:</th>
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| August 27 W1       | Downs & Wardle article (eCollege)  
|                    | 1301 course pack- chapters only (eCollege) 
|                    | Ira Shor chapters (eCollege) |
| September 3 W2     | *Teaching What You Don’t Know* presentations  
|                    | Part 4 of Bean |
| September 10 W3    | Part 1 of Bean  
|                    | *Bedford Guide for Writing Tutors* |
| September 17 W4    | Part 2 of Bean  
|                    | Otte and Mlynarczyk Chapter 1 |
| September 24 W5    | Part 3 of Bean  
|                    | Otte and Mlynarczyk Chapter 2 |
| October 1 W6       | Otte and Mlynarczyk Chapter 3  
|                    | Patrick Hartwell, “Grammar, Grammars, and the Teaching of Grammar” (eCollege)  
|                    | Harris, “Error” (eCollege) |
|                    | **Reading Response 1 Due** |
| October 8 W7       | Trauma unit (in eCollege) |
| October 15 W8      | Course management PDF (in eCollege)  
<p>|                    | Bunn, “Motivation and Connection” |</p>
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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>October 22</td>
<td>W9</td>
<td><em>Shane, The Lone Ethnographer</em></td>
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<td>Bloom’s Taxonomy (eCollege)</td>
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<td><strong>Reading Response 2 Due in class</strong></td>
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<tr>
<td>October 29</td>
<td>W10</td>
<td>Teaching Non-Native Speakers unit (in eCollege)</td>
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<td>November 5</td>
<td>W11</td>
<td>Literacy unit (in eCollege)</td>
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<td>November 12</td>
<td>W12</td>
<td>Writing Instruction in the 21st Century (in eCollege)</td>
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<td><strong>Reading Response 3 Due in class</strong></td>
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<td>November 19</td>
<td>W13</td>
<td>Syllabus Construction (eCollege)</td>
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<td>Bloom, “Freshman Composition as a Middle-Class Enterprise” (eCollege)</td>
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<td>Discuss teaching portfolios</td>
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<td>November 26</td>
<td>W14</td>
<td>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.</td>
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<tr>
<td>December 5</td>
<td>W15</td>
<td>Present one element of teaching portfolio of which you’re particularly proud to the class.</td>
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<td>Portfolio (combine documents into one, please) due Monday, December 9 at noon to me via e-mail: <a href="mailto:Tabetha.Adkins@tamuc.edu">Tabetha.Adkins@tamuc.edu</a></td>
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