Instructor: Jennifer Dyer Sennette, PhD
Office Location: MPLX
Office Hours: Weekly Virtual Office Hours, weekly (TBA) or by appointment at your request
Office Phone: 903-886-5581
Office Fax: 903-886-5581
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COURSE INFORMATION

Materials - Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:
TEXTBOOK 1:

TEXTBOOK 2:
  • Technology and Writing book
    o Each student will choose an academic book to read. Guidelines will be provided.

TEXTBOOK 3:
  • Process writing book
    o Each student will choose an academic book to read. Guidelines will be provided.

Recommended:
  • APA Style Guide Manual
Course Description:
This doctoral level course provides opportunities for students to examine process writing research and implementation. In addition, the course focuses on enhancing the participant both as a writer and a teacher of writing. Students will be reading, searching, researching, responding to and sharing the historical, pivotal, and "most current" writing research, methodologies, and trends.

Student Learning Outcomes:
1. Students will seek out, read, analyze, and critique significant and current research and trends in writing process.
2. Students will seek out, read, analyze, and critique significant and current research and trends in the area technology's impact on writing.
3. Students will set individual professional goals as writers/educators/researchers/learners and demonstrate growth toward the achievement of those goals.
4. Students will demonstrate knowledge of the following:
   - Self as a Writer
   - Components of Writing
   - Process Writing Pedagogy to include but not be limited to:
     - Editing, revision, assessment, conferencing, publishing Student Work, mini-Lessons, Craft Lessons, genres of writing, and writing programs
5. Students will evaluate themselves on their progress as writers/educators/researchers/learners and set future goals.

COURSE REQUIREMENTS

1. Participation (30 points): You are expected to fully participate in this online Process Writing Course. The course will use discussion board and email to discuss and study the content required. You are also expected to post regularly and on-time throughout the semester. This is a doctoral level course and thoughtful responses are expected that reflect synthesis of readings and individual study. Deadlines and schedules will be given each week.

2. Electronic Writing Graphic Organizer (10 points): Writing Graphic Organizer (10 points): You will create a writing graphic organizer that attempts to answer the question: What counts as writing? You may need a piece of chart tablet to keep this! Assignment sheet will be given. Due date: You will share during discussions. See weekly agenda for due dates.
3. **Self-Writing Project (20 points):** Each individual will assess their writing ability the first segment of this course then share with the instructor for feedback. Writing assessment suggestions will be posted under doc share of ecollege the first week of class. Based on your review of your writing skill, you will create an action plan to improve your writing. For example
   a. **Writer In-progress:** You believe that you need extra work on your writing---maybe commit to daily writing, use a writing book with writing exercises, etc.
   b. **Writer with a specific weakness:** You feel you write well but have a major area of weakness. For example, editing your own papers, so you will create an action plan to improve your editing skills.
   c. **Confident Writer:** You feel strong a writer, so you may choose to take a written assignment from another course and turn into a manuscript to submit for publications.

**Due date:** 1st due initial draft of Action Plan due by June 9th, final draft of writing action plan due June 23rd and final due date: Last day of class.

4. **Book Readings (10 points/book for a total of 30 points):** The class will review three books this summer. The instructor will choose the first book then provide topics with guideline for the second two books. Each class participant will choose a book to read that fits the topics with guidelines. Discussion will ensue based on our particular readings. **Due dates:** Book 1: 1st two weeks of class, Book 2: 2nd two weeks of segment 2, and Book 3: 3rd two weeks of segment. Adjustments will be made as needed.

5. **Writing Reflection Piece (10 points)** This assignment is a follow-up to the action plan for writing that you created the first segment and implemented throughout the summer session. Return to your action plan:
   a. Reflect did you complete your action plan?
   b. Did you put the effort into your action plan that was needed?
   c. What did you accomplish?
   d. What do you still want to know?
   e. How will you follow-up on this writing action plan and continue to grow as a writer?
   f. What did you learn about yourself as a writer?
   g. How has your view of process writing changed?
You will create an informal writing self-evaluation narrative that responds to the question previous listed and include anything else that important to you that I did not include. **Due date: Wednesday, August 8th**

**Grading Scale:**
A= 90-100, B= 80-89, C= 70-79, D= 60-69, and F= 59 and below

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**TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- Internet connection - high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word - 2003 or 2007)
- Access to University Library site
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

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**ACCESS AND NAVIGATION**

**Access and Log in Information**

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: [https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx). You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucomerce.edu.

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**COMMUNICATION AND SUPPORT**

**Technical Support:**
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a
day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

*Dr. Boggs’ Professional Communications:*

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. **Respect**
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one’s experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others’ comments, we should be fair-minded and understanding.

2. **Comfort**
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. **Honesty**
• You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
• All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
• World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Late work:
You have a 24 hour grace period to complete all work after 24 hour grace period late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Attendance:
This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation in weekly activities will be considered attendance. It is strongly encouraged that you attempt to log into the course each day - Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, these sessions will not be required.

Scholarly Expectations:
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:
At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:
Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures:

Academic Honesty:
Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material." (Texas A&M University - Commerce, Graduate Catalog).

Plagiarism:
Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U.S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:
Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.
**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](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](mailto:StudentDisabilityResources@tamu-commerce.edu)

**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).
### Tentative Course Calendar
*(may undergo extension/revision/refinement based on your needs as writers/researchers/learners/collaborators and discretion of professor)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week/Segment 1</td>
<td>Read and Discuss Book 1, critique personal writing, writing graphic organizer</td>
<td>Readings: Book 1</td>
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<tr>
<td></td>
<td>Read and Discuss Book 1, submit personal writing critique</td>
<td>Postings: TBD</td>
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<td></td>
<td><strong>Week 3 (June 18th –June 23rd): Week of Personal writing</strong></td>
<td>Discussions: TBD</td>
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<tr>
<td>Week/Segment 2</td>
<td>Read and Discuss Book 2, critique personal writing, writing graphic organizer</td>
<td>Readings: Book 2</td>
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<tr>
<td></td>
<td>Read and Discuss Book 2, submit personal writing critique</td>
<td>Postings: TBD</td>
</tr>
<tr>
<td></td>
<td><strong>Week of Personal writing</strong></td>
<td>Discussions: TBD</td>
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<td>Chats: TBD</td>
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<tr>
<td>Week/Segment 3</td>
<td>Read and Discuss Book 3, critique personal writing, writing graphic organizer</td>
<td>Readings: Book 3</td>
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<tr>
<td></td>
<td>Read and Discuss Book 3, submit personal writing critique</td>
<td>Postings: TBD</td>
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<tr>
<td></td>
<td><strong>Week of Personal writing</strong></td>
<td>Discussions: TBD</td>
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<tr>
<td>Week/Segment 4</td>
<td>Submit final projects</td>
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