



ENG 333H-01 Advanced Academic Writing COURSE SYLLABUS: Fall 2015

Instructor: Tabettha Adkins, PhD

Office Location: Hall of Languages 229

Office Hours: Monday 10-11:30 and 1:30-3:30; Thursday 1-3; and by appointment

Office Phone: 903.886.5269

Office Fax: 903.886.5980

University Email Address: Tabettha.Adkins@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required (in chronological order):

PDFs available in eCollege course shell.

Can I Use I?: Because I Hate, Hate, Hate College Writing. Catherine Prendergast. ISBN: 978-0986145711

Preparing to Teach Writing: Research, Theory, and Practice. 4th edition. James D. Williams. ISBN: 978-0415640572

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

The Bedford Guide for Writing Tutors. 5th edition. Leigh Ryan and Lisa Zimmerelli. ISBN: 0312566735

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.
2. Students will apply knowledge of problems and issues in the teaching of first-year writing to their own research questions.
3. Students will evaluate varying strategies for teaching first-year college writing and tutoring students at all college levels.
4. Students will be able to construct their own theories of good college writing teaching and/or tutoring.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Assignments:

Literacy Narrative

Write a 5-8 page narrative connecting your literacy and education experiences with your current attitudes toward teaching. Use the literacy unit readings (September 29 and October 6) to inform this narrative.

Due October 13 at 1:50 PM via eCollege.

Class Observation Essay

Write a 5-8 page observation essay describing and reflecting on an observation of an ENG 100, 1301, or 1302 class. You should pull from readings in this class to inform your narrative.

Due Tuesday, November 10 at 1:50 PM via eCollege.

Tutoring Observation Essay

Write a 5-8 page essay describing and reflecting on an observation of a tutoring session in the Writing Center. You should pull from readings in this class to inform your narrative.

Due Tuesday, November 10 at 1:50 PM via eCollege.

CCCC Position Statements

You will each be assigned 1-3 Conference on College Composition and Communication (CCCC) Position Statements on issues important to the discipline of writing studies. For this assignment, read the position statement you're assigned then describe and reflect on the statement and its relevance to teaching first-year writing. Post this narrative (approximately one page long, double spaced) in the discussion board, then respond to your classmates' narratives.

Due Tuesday, November 24 by 1:50 in eCollege. Post responses in lieu of class that day.

Final Essay

Take up a question or problem in the teaching and/or tutoring of writing. Contextualize this problem within the existing scholarship and theorize a solution or answer to this problem/issue.

The topic of your paper must be approved by me by the end of class time on Tuesday, November 17. I will set aside time in that class period to discuss paper topics. I am happy to discuss paper topics prior to this date.

Due Tuesday, December 15 by noon via eCollege.

GRADING

90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F

Assignment	Percentage of Grade
Literacy Narrative	25%
Classroom Observation Narrative	15%
Tutoring Observation Narrative	15%
Final Paper	35%
CCCC Position Paper Summary and Discussion	5%

Participation	5%

TECHNOLOGY REQUIREMENTS

All assignments must be typed and submitted via eCollege.

Some readings will be available via eCollege.

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.)

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

COMMUNICATION AND SUPPORT

The very best way to contact me is to send me an e-mail at Tabetha.Adkins@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

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.

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. For graduate courses, I will follow this university policy:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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 turinit.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>.

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a student grievance form available in the office of the Department of Literature and Languages.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Other course policies:

1. I do not accept late work.
2. From time to time I will use eCollege to send out e-mails to students in the class. Therefore, it is required that you use your university e-mail address because that is where eCollege sends your messages.

University Specific Procedures

Students with Disabilities information

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.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.)

COURSE OUTLINE / CALENDAR

This schedule may be adjusted to accommodate for student learning needs.

Date	reading and assignment(s) to be completed
W1 9/1	Downs and Wardle article in eCollege In class: introduction to class, lecture on critical pedagogy
W2 9/8	<i>Can I Use I?</i> book Mellix- From Outside, In (in eCollege)
W3 9/15	Part II of Williams book
W4 9/22	Chapter 3 of Williams book Mariolina Rizzi's Salvatori- Reading Matters for Writing (in eCollege) Bunn- Motivation and Connection (in eCollege)
W5 9/29	Deborah Brandt- Sponsors of Literacy (in eCollege) Brandt- Drafting U.S. Literacy (in eCollege) Scribner- Literacy in Three Metaphors (in eCollege)
W6 10/6	Beth Daniel- Narratives of Literacy (in eCollege) Kara Poe Alexander- Master and Little Cultural Narratives (in eCollege) Bronwyn Williams- Heroes, Rebels, and Victims (in eCollege)
W7 10/13	Literacy narrative due via eCollege by 1:50 PM. <i>Shane, The Lone Ethnographer</i> book
W8 10/20	Writing Center book North- The Idea of a Writing Center (in eCollege)
W9 10/27	Chapter 4 of Williams book Delpit- The Silenced Dialogue (in eCollege) Bloom- Freshman Composition as a Middle-Class

	Enterprise (in eCollege)
W10 11/3	Chapters 6 & 7 Williams book Bronwyn Williams- Speak For Yourself (eCollege) Krall-Lanoue- And Yea I'm Venting But Hey I'm Writing (in eCollege)
W11 11/10	Chapter 5 Williams book Hartwell- Grammar, Grammars, and the Teaching of Grammar (in eCollege) Harris- Error (in eCollege) Class Observation and Tutoring Observation Essays due via eCollege by 1:50 PM
W12 11/17	Open Words Spring 2011- entire issue (in eCollege) <i>Writing and Healing</i> introduction (in eCollege) Payne chapter from <i>Writing and Healing</i> (in eCollege) <i>Discuss final paper topics in class. Must have approved topic by the end of this class period.</i>
W13 11/24	<i>No class. Tabettha traveling.</i> CCCC position statement (available in eCollege) summaries due in eCollege discussion board by class time Tuesday 11/24.
W14 12/1	Present paper ideas arguments/ workshop ideas.
W15 12/8	<i>No class. Tabettha traveling.</i>
Final Paper due: noon, Tuesday, December 15.	