

Melissa Nivens, Ph.D.  
**Class Time:** 2:30-3:50pm  
**Location:** PY205  
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**Office hours:** MW 9:00am-12:00pm  
TR 11:00-12:00pm

## ENGL 3023. 201 Composition Pedagogies & Practice

### Syllabus

This course is an introduction to the theories of composition instruction. It focuses on writing across the curriculum and composition pedagogies and practices in K-12 classrooms.

**Course goals:** Students will

- Understand the relevance and value of writing to learn in various subject areas
- Gain knowledge of writing as a skill across content areas
- Learn different strategies for creating and assessing appropriate writing assignments in the classroom
- Acquire a basic understanding of composition pedagogies
- Additional information about course objectives can be found on the department webpage, <http://libarts.mwsu.edu/english/>.

**Required text:**

- Thompkins, Gail and Pat Daniel Jones. *Teaching Writing: Balancing Process and Product* 7<sup>th</sup> ed. Pearson, 2019.

**Recommended text (excerpts will be available in D2L):**

- Brandt, Deborah. *Literacy and Learning: Reflections on Writing, Reading, and Society*. Jossey-Bass, 2009.

**Assignments:**

- Five Reader Response Papers 25%
- Literacy Narrative 15%
- Book Review 15%
- Lesson Plan Assignment 15%
- Literature Review 20%
- Book Talk 10%

**Table 1 Grading Scale**

<b>Final Grade</b>	<b>Points Earned</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

**Late assignment policy:**

Late assignments will be accepted, but they will lose 10% of the final grade. Additionally, no late work will be accepted more than 48 hours after the original deadline unless specific arrangements have been made with the instructor beforehand.

**Acceptable submission format and process:**

All formal assignments are to be typed and formatted – and outside sources documented – according to MLA style; additionally, all papers must be submitted as a Word or PDF document electronically through the appropriate D2L Dropbox folder. By enrolling in this class, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work in order to verify originality and authenticity, and for educational purposes. Note: You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance.

**Desire to Learn (D2L):**

While this is a face-to-face class, we will use D2L extensively. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can login to D2L through the MSU homepage. If you experience difficulties, please contact the technicians listed for the program.

**Academic dishonesty:**

All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. A student's name on any assignment scheduled to be turned in is his/her pledge that all work contained therein is his/hers alone. When using the ideas of other unpublished and published sources, students must use accepted documentation conventions (i.e., MLA or APA). See the *MSU Student Handbook* to read the Student Honor Creed and the university's policy on academic dishonesty. NOTE: At the very least, plagiarism will result in an F on the assignment; at the worst, the consequence will be an F in the course. Offenders will be reported to the English Department Chair and/or the Director of Student Conduct.

**Attendance:**

It is important that you attend class and arrive on time. If you have a total of more than three weeks' worth (TR 6 classes) of absences (excused or not) the missed instruction will make it difficult for you to excel in the class. Students who miss class will not be directly penalized, but they will miss out on opportunities for participation and explanations of assignments that could impact the final grade. If you need to miss several classes because of personal reasons or illness, you should alert the Dean of Students office and provide them with the necessary documentation so that they can verify the situation for all of your instructors. Please see the [MSU Covid-19 webpage](#) for more information should you begin to experience COVID-19 symptoms.

**Professionalism:**

Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in points being deducted from a student's final grade for the course per instance of such behavior.

**Students with disabilities:**

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 contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.

**Tutoring:**

[Tutoring and Academic Support Programs \(TASP\)](#) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, TASP's Learning Center provides tutoring support in a number of core courses and subject areas. Remember that you don't need an appointment to utilize these services.

For Distance Education students, TASP has partnered with Thinkingstorm, an online tutoring company that provides you with high-quality, 24/7 tutoring support. Located at the top of your D2L course page, select the tutoring tab to book an appointment with a tutor.

**Campus Carry Statement:**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked in accordance with state law. For more information please refer to the MSU Texas website.

**Writing Proficiency Requirement:**

All students seeking a Bachelor's degree from Midwestern State University must satisfy a writing proficiency requirement once they've 1) passed 6 hours of communication core and 2) earned 60 hours. You may meet this requirement by passing the Writing Proficiency Exam, two Writing Intensive Courses, or English 2113. If you have any questions about the exam, visit the [Writing Proficiency Office website](#) or call 397-4131.

## Class Schedule

Please note that the schedule is subject to change at any time in the semester. Any changes made will be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

**TW** = *Teaching Writing: Balancing Process and Product*, 7th ed. (Thompkins & Jones, 2019)

**L&L** = *Literacy and Learning (Brandt, 2009)* [Not Required; Find on D2L]

**D2L Submit** = A major task is due in D2L on this day.

Wk	Date	Do This Before Class	Do This In Class
1	T 1/11	N/A	Introductions, Syllabus, "Are You a Writer?"
	R 1/13	<b>Read:</b> D2L – Brandt "Sponsors of Literacy" (23-44)	<b>Discuss:</b> Sponsors of Literacy <b>Introduce:</b> Literacy Narrative
2	T 1/18	<b>Read:</b> TW Ch 1 "Teaching Writing Today" (1-21) and TW Ch 2 "Writing Workshop"	<b>Discuss:</b> Writing Process and Writing Workshop
	R 1/20	<b>Read:</b> D2L - Brandt "Remembering Reading, Remembering Writing" (91-113) <b>D2L Submit:</b> RR#1	<b>Discuss:</b> Memories of reading and writing  <b>Complete:</b> Planning Workshop
3	T 1/25	<b>Review:</b> TW Ch 2 "Writing Workshop" <b>Write:</b> Literacy Narrative Rough Draft (bring 2 copies to class) <b>Note:</b> Consider reviewing TW Ch 8 and 9 for tips on narrative and personal writing as you draft your Narrative	<b>Complete:</b> Peer Review Workshop
	R 1/27	<b>Review:</b> D2L - Writing Objectives (TEKS & CC)	<b>Discuss:</b> Writing Objectives Group Activity
4	T 2/1	<b>Read:</b> TW Ch 3 "Developing Strategic Writers" (44-67) <b>D2L Submit:</b> Literacy Narrative	<b>Discuss:</b> Writing Strategies

	R 2/3	<b>Read:</b> TW Ch 4 “The Writer’s Craft” (68-95) <b>D2L Submit:</b> RR#2 Six Traits (before class)	<b>Discuss:</b> The Six Traits <b>Discuss:</b> Classroom activities for Idea Development and Organization
5	T 2/8	<b>Review:</b> TW Ch 4	<b>Discuss:</b> Classroom activities for Word Choice and Voice <b>Introduce:</b> Lesson Plan Project
	R 2/10	<b>Review:</b> TW Ch 4	<b>Discuss:</b> Classroom activities for Sentence Fluency and Conventions
6	T 2/15	<b>Read:</b> TW Ch 5 “Assessing Writing” (96-115) <b>D2L Submit:</b> RR#3 Assessing Writing (before class)	<b>Discuss:</b> Writing Prompts & Assessment <b>LPP Groups &amp; Assigned Genres</b>
	R 2/17	<b>Select a Lesson to Evaluate</b> <b>Review:</b> TW 5	<b>Practice:</b> Assessing student papers STAAR writing samples
7	T 2/22	Work on LPP	Presentation Workshop
	R 2/24	Work on LPP	Presentation Workshop
8	T 3/1	Work on LPP (upload slides as Discussion)	<b>Presentations (1-4)</b>
	R 3/3	Work on LPP (upload slides as Discussion) <b>D2L Submit:</b> LPP Write-up and Slides	<b>Presentations (5-8)</b>
9	T 3/8	<b>Read:</b> TW Ch 6 “Writing to Learn” <b>D2L Submit:</b> RR#4 Writing to Learn (before class)	<b>Discuss:</b> Writing across disciplines <b>Introduce:</b> Book Review & Literature Review (List: Library & HC/MN)
	R 3/10	<b>Read:</b> D2L - Gold, et al “Who’s Afraid of Facebook? A Survey of Students’ Online Writing Practices <b>D2L Submit:</b> Book Review - Statement of Inquiry	<b>Discuss:</b> Writing and Technology
<b>SPRING BREAK NO CLASS</b>			

10 LAST DAY TO DROP WITH A "W" 3/21	T 3/22	<b>Read:</b> D2L – Kim “The Parched Tongue” and Anzaldua “How to Tame a Wild Tongue” Book for Book Review <b>D2L Submit:</b> RR#5 ELLs and Writing	<b>Discuss:</b> Writing and English Language Learners  <b>Complete:</b> Book Review planning workshop
	R 3/24	<b>Read:</b> D2L – Smith “I’m Just Following the Policy” and Fredlund & Morris “Collaborating Toward and Anti-Racist Writing Curriculum”  Book for Book Review	<b>Discuss:</b> Standard English and Anti-racist writing curriculum
11	T 3/29	<b>Write:</b> Book Review rough draft	<b>Complete:</b> Peer Review Workshop (Book Review)
	R 3/31	<b>D2L Submit:</b> Book Review <b>Find:</b> Sources for Lit Review	<b>Complete:</b> Lit Review planning workshop
12	T 4/5	<b>Read:</b> Sources for Lit Review <b>Write:</b> Lit Review outline	Instructor Conferences (sign up for times to meet)
	R 4/7	<b>Write:</b> Lit Review rough draft	Instructor Conferences
13	T 4/12	<b>Write:</b> Lit Review rough draft	<b>Complete:</b> Peer Review Workshop (LR)
	R 4/14	<b>EASTER HOLIDAY NO CLASS</b>	
14	T 4/19	<b>Revise:</b> Lit Review Draft	<b>Discuss:</b> Final-Book Talks
	R 4/21	<b>D2L Submit:</b> Lit Review Final Draft	Book Talk Workshop
15	T 4/26		Book Talk Workshop
	R 4/28		<b>Book Talk Presentations (1-11)</b>
Final	Tues. 5/3 @ 3:30 - 5:30 PM		<b>Book Talk Presentations (12-22)</b>