

Melissa Nivens, Ph.D.
Class Time: 2:20-3:50pm
Location: PY201
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Office hours: MW 9:00am-12:00pm
Afternoons by appointment

Elementary Composition Pedagogies & Practice

ENGL 3023.201 Spring 2021

Syllabus

The primary objective of this course is to introduce students to theories of composition that focus on writing across the curriculum and teach writing to children in the lower grades.

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/>.

Prerequisites: Completion of the Communication Core

Required texts:

- Lindquist, Julie and David Seitz. *The Elements of Literacy*. Pearson, 2009.
- Thompkins, Gail and Pat Daniel Jones. *Teaching Writing: Balancing Process and Product 7th ed.* Pearson, 2019.

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

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

Late assignment policy:

Late assignments, defined as work not submitted by the start of class on the designated due date, 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 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* (attached to D2L course web site) to read the Student Honor Creed and the university's policy on academic dishonesty. NOTE: At the very least, plagiarism will result in a 0 on the assignment; at the worst, the consequence will be an F in the course. Offenders will be reported to the English Department Head and/or the Director of Student Conduct.

Attendance:

It is important that you attend class and arrive on time, whether in person or remotely via Zoom. If you have a total of more than two weeks' worth (TR 4 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, 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 Texas Return to Campus](#) 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.

Writing Center:

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. Writing tutors are available Monday through Thursday from 11:00am to 6:00pm and Sunday 2:00pm to 9:00pm. 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 84th 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 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)

EL = *The Elements of Literacy* (Lindquist & Seitz, 2009)

GCP = *A Guide to Composition Pedagogies* (Tate et al., 2013) [Purchase Not Required; Find on D2L]

D2L Submit = A Major Task is due on D2L on this day.

Wk	Date	Do This Before Class	Do This In Class
1	T 1/12	N/A	Introductions, Syllabus, "Are You a Writer?"
	R 1/14	Read: D2L - EL Ch 1 "Introduction" (1-20) D2L Submit: RR#1 Defining Literacy (before class)	Discuss: Literacy, Brandt Interview Questions Introduce: Literacy Narrative Assign.
2	T 1/19	Read: TW Ch 1 "Teaching Writing Today" (1-21) & Ch 2 "Writing Workshop" (22-43)	Discuss: Writing Process, Writing Workshop
	R 1/21	Review: TW Ch 2 "Writing Workshop" Write: Literacy Narrative Rough Draft (bring 2 copies to class) Note: Consider reviewing TW Ch 8 and 9 for tips on narrative and personal writing as you draft your Narrative	Complete: Peer Review Workshop (LN)
3	T 1/26	Read: D2L - "What is Composition Pedagogy?" (GCP 1-17) Read: D2L - Writing Objectives (TEKS & CC)	Discuss: Composition Pedagogy
	R 1/28	Review: D2L - Writing Objectives (TEKS & CC) D2L Submit: Literacy Narrative	Discuss: Writing Objectives Group Activity
4	T 2/2	Read: TW Ch 3 "Developing Strategic Writers" (44-67)	Discuss: Writing Strategies
	R 2/4	Read: TW Ch 4 "The Writer's Craft" (68-95) D2L Submit: RR#2 Six Traits (before class)	Discuss: The Six Traits
5	T 2/9	Read: EL Ch. 3 "Literacy & Culture" (53-94)	Discuss: Culture/Power/Identity & Literacy

	R 2/11	Read: EL Ch 4 “Literacy & Class” (95-131)	Jigsaw Activity Introduce: Lesson Plan Project
6	T 2/16	Read: “Expressive Pedagogy”(GCP)	Discuss: Expressive Pedagogy & Culturally-informed teaching
	R 2/18	Read: TW Ch 5 “Assessing Writing” (96-115) D2L Submit: RR#3 Assessing Writing (before class)	Discuss: Lesson Planning & Assessment LPP Groups & Assigned Genres
7	T 2/23	Select a Lesson to Evaluate Work on LPP	Meet with your group for LPP
	R 2/25	Work on LPP	Presentation Workshop
8	T 3/2	Work on LPP (upload slides as Discussion)	Presentations (1-5) (Section 201)
	R 3/4	Work on LPP (upload slides as Discussion)	Presentations (5-10) (Section 202)
9	T 3/9	Read: TW Ch 6 “Writing to Learn” D2L Submit: RR#4 Writing to Learn (before class)	Discuss: Writing across disciplines Introduce: Book Review & Literature Review (List: Library & HC/MN)
	R 3/11	Review: TW Ch 5 & Sentence Fluency & Conventions (86-88) Write: Book Review - Statement of Inquiry	Discuss: Clear and Concise sentences, Grammar review STAAR Writing Samples
10	T 3/16	Read: EL Ch 6 “Literacy & Technology” (175-226) D2L Submit: RR#5 Literacy & Technology (before class)	Discuss: Technology, Access, and Identity
	R 3/18	Read: Book review selection	Jigsaw Activity on Literacy & Technology
11	T 3/23	Read: Book review selection	Discuss: Research Strategies for LR & Book Review Workshop
	R 3/25	Find: Sources for Lit Review Write: Book Review Draft	Complete: Peer Review Workshop (Book Review)
12	T 3/29	Read: Sources for Lit Review D2L Submit: Book Review	Instructor Conferences (sign up for times to meet)
	R 4/1	NO CLASS – EASTER HOLIDAY	

13	T 4/6	Write: Lit Review Rough Draft	Instructor Conferences
	R 4/8	Revise: Lit Review Draft	Complete: Peer Review Workshop (LR)
14	T 4/13	Revise: Lit Review Draft	Discuss: Final-Book Talks
	R 4/15	D2L Submit: Lit Review Final Draft	Book Talk Workshop
15	T 4/20		Book Talk Presentations
	R 4/22		Book Talk Presentations
Final	Tues. 4/27 @ 3:30 - 5:30 PM		Book Talk Presentations

Here is the list of all the readings that are included on the schedule and their order (The # to the right of the pages is the number of pages each reading consists of.):

EL Ch 1 "Introduction" (Literacy) (1-20) 20

TW Ch 1 "Teaching Writing Today" (1-21) 20

TW Ch 2 "Writing Workshop" (22-43) 21

GCP D2L "What is Composition Pedagogy?" (1-17) 17

D2L Writing Objectives (TEKS & CC)

TW Ch 3 "Developing Strategic Writers" (44-67) 23

TW Ch 4 "The Writer's Craft" (68-95) 27

EL Ch 3 "Literacy & Culture" (53-94) 41

EL Ch 4 "Literacy & Class" (95-131) 36

Jigsaw activity w/ (Selections from LDAH):

Seitz-Brown (92-96),

McWhorter (125-129),

Lippi-Green (212-219)

Boucher et al (102-113)

Preston (97-101)

Matsuda (230-232)

Fought (114-124),

Barrett (130-139)

GCP D2L "Expressive Pedagogy" (111-125) 14

TW Ch 5 "Assessing Writing" (96-115) 19

LPP: TW Part II: Ch 7 Writing Poetry, Ch 8 Narrative Writing, Ch 9 Biographical Writing,
Ch 10 Nonfiction Writing, Ch 11 Writing Arguments

TW Ch 6 "Writing to Learn" (117-144) 27

EL Ch 6 "Literacy & Technology" (175-226) 51

Jigsaw activity w/ (Selections from LDAH):

Chatfield (166-169)

Baron (170-177)

MacNeil (192-197)

McKean (198-200)

Rozen (224-229)