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| **Day** | **Time** | **Location** |
| TR | 2:30-3:50 PM | PY 209/D2L |

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| **Contact** | | **Course Materials** |
| **Professor**: Dr. Hillary Coenen  hillary.coenen@msutexas.edu | **Office**: BW 203  **Phone**: 940.397.4058 | **Required Text:**   * *Teaching Writing: Balancing Process and Product,* 7th ed.  By Gail Thompkins w/ Pat Daniel Jones (Pearson, 2019) * *The Elements of Literacy* By Julie Lindquist and David Seitz (Longman, 2009)   **Other Resources:**   * Access to D2L/Brightspace to receive messages and news and submit assignments * A Gmail account (like MSUTexas account) to collaborate & access digital materials * Regular computer and internet access |
| **Office Hours**: Mon-Thurs. 1:00 - 2:30 PM  & by appointment  **Email** is the best way to contact me. | |
| **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/. | |
| **Course Overview** | | |
| 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. This is achieved through a combination of assignments that require self-reflection, critical reading, inquiry-based research, and creative lesson planning.  We are experimenting this semester in a number of ways, and we may have to adjust to changes in our environment. More than ever, it will be important for you to pay attention to and prioritize your needs. Communicate with me about your needs related to this class, and take care of yourself first this semester. | | |

“You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb ‘to claim’ is: to take as the rightful owner; to assert in the face of possible contradiction. ‘To receive’ is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon.”

*--Adrienne Rich*

**Grades**

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| *Major Tasks* | *Points* | *Due* | *Grade Scheme* |
| Literacy Narrative | 150 | 1/28 | |  |  | | --- | --- | | **Letter** | **Total/1000** | | A | 890-1000 | | B | 790-889 | | C | 690-789 | | D | 550-689 | | F | 0-549 | |
| Reader Response Papers (5 x 50/item) | 250 | 1/14, 2/4, 2/18, 3/9, 3/16 |
| Lesson Plan Project | 150 | 3/2-3/4 |
| Book Review | 150 | 3/29 |
| Literature Review | 200 | 4/15 |
| Final Presentation | 100 | 4/20-4/27 |  |
| Total | X/1000 |  |

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| *On Language Assessment* |
| You may expect to learn “proper grammar” in this class, but linguists argue that every language and dialect has a distinctive grammar and that no one grammar is inherently better or more correct. American universities rely on “Standard (American) Academic English” (SAE) to determine “college readiness,” but this [“standard” is a false one rooted in intentional gatekeeping and discrimination](https://www.pbs.org/speak/speech/correct/gatekeeping/summary/) based on race, class, and citizenship status. In this class, your professor will assume that SAE is a false and flawed standard. Your language practices are relevant. You will not be chastised for using grammars other than SAE. If you would like to learn to use SAE more persuasively, we can work on that, but you are also welcome to use your language experience in ways that you and your peers and community members would find persuasive and trustworthy; these goals are more practical and more inclusive than striving for an arbitrary and false notion of correctness. Grammar police be warned. (See also [CCCC’s 2020 Demand for Black Linguistic Justice](https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice).) |
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| *Submission Format and Policy* |
| All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. Some minor assignments may be submitted as a hard copy in class. All major tasks must be uploaded into the D2L Dropbox folder. *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. |
| *Late Assignments* |
| Late assignments, or work not submitted to the proper dropbox by the designated due date and time, will be accepted, but will lose 10% of the final grade within the first 72 hours after the deadline. If you need to submit something late, you may request an extension in advance. If you have difficulty submitting, email me with your work attached. |
| *Assessment and Revision* |
| I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. You may revise and resubmit any coursework within 3 weeks of receiving a grade and prior to finals week for additional feedback. Grade revisions will be negotiated on a case-by-case basis and should establish expectations in a revision plan. |

**Course Practices & Policies**

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| *Attendance Policy* |
| It is important that you attend class and be on time, whether in person or via D2L/Zoom. If you have a total of more than two (2) weeks’ worth (TR: 4 class sessions) of absences excused or not, it will be difficult for you to excel in the class. Students who miss class will not be directly penalized, but they will miss opportunities to earn points for in class activities. These activities may be made up if you make arrangements with me to do so in a timely manner. If you need to miss multiple sessions for personal/health reasons, alert the Dean of Students office and provide them with the necessary information so that they can verify the situation for me and your other instructors.  Notify me via email in advance if you will not be able to make class or will join on Zoom. Consider it your responsibility to be present (physically or virtually) and prepared for class in order to succeed and maximize your learning. |
| *Accessibility & Technology* |
| 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.  I want to ensure that this course is accessible to all students. If you have problems accessing campus sites or learning materials (physical or digital), talk with me about how we might improve that. I may refer to uses of technology that are not covered during class, but I will provide one-on-one or workshop-based support for students who are unfamiliar with said platforms. |
| *Writing Center & Tutoring* |
| Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available Monday through Thursday from 11:00am to 6:00pm and Sunday 2:00pm to 9:00pm. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they provide support and feedback at all stages of writing, from brainstorming to drafting, revising to proofreading. |
| *Academic Dishonesty* |
| Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)–whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Conduct. |
| *Contacting Me* |
| Email is the best way to contact me. In the body of your email, indicate your course and section number. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. |
| *D2L & Google Drive* |
| We will use D2L to join class remotely, and to access most course materials including the syllabus, timeline updates, assignment sheets, PowerPoints, your grades and writing feedback, and others. You will also submit formal assignments and find announcements on D2L, so please check it daily, especially before our class meets. Google Drive will also be used as a collaborative space and to store class resources. |
| *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 regarding campus carry, please refer to MSU Texas’s Campus Carry page (<https://msutexas.edu/campus-carry/>). |
| *Writing Proficiency Requirement* |
| All students seeking a Bachelor’s degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website (<https://msutexas.edu/academics/wpr/>) or call 397-4131. |
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**Course Community**

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| *Equity, Inclusion, and Accessibility* | | | |
| Because we and our community members have diverse bodies, experiences, and needs, and because language helps shape our world, as a community, we must reject language and behaviors that denigrate others based on any identity category. In this intentional and inclusive learning space, hate speech and any form of harassment, discrimination, or violence will have serious consequences and won’t be tolerated.  As a professor, my commitment to equity, inclusion, and accessibility in this classroom and on this campus begins with acknowledging the ways that our institutions (academic and otherwise) have excluded, neglected, and marginalized many community members based on race, religion, gender expression, sexual orientation, immigration status, national origin, language, ethnicity, sex, ability status, socioeconomic status, age, body type, and other aspects of identity, and continues with seeking to understand and resist those failures. To create a safer, more just community, we should seek to critique and counteract both individual and systemic/structural oppression. This means educating ourselves about systems of oppression and marginalization, fostering conversation and learning about those topics, developing practices that respond to the needs of historically marginalized communities and individuals, and holding our communities accountable for learning and becoming more equitable, inclusive, and accessible. | | | |
| *Learning with Generosity* | | | |
| This course encourages the discussion and consideration of topics that may be uncomfortable. We can work through discomfort, and this class should be a brave space for learning and exploration. I will provide content warnings as needed; if you have a need for warnings before particular kinds of content, please let me know.  We will demonstrate respect and consideration of perspectives that differ from our own. Realize that there is a lot we don’t know about each other, and our choice of words in discussing social, political, and economic issues matters a great deal. As a group, we should acknowledge that, while ignorance is not an excuse for cruelty or dismissiveness, we all make mistakes as we learn, so we should be willing to forgive & learn from these situations. | | | |
| *Courtesy and Hospitality* | | | |
| The college classroom should be a vibrant environment that fosters creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are behaviors that I believe will help foster a generative community:   * *Pay attention*. This means when the instructor or classmates are addressing the class you are attentive to the speaker and NOT (1) talking, (2) using electronic devices for unrelated tasks, or (3) sleeping. If emergencies or mitigating circumstances mean that you may need to do one of these things, please be considerate by quietly excusing yourself. * *Be respectful*. You are expected to be respectful to your instructor, your classmates, and yourself. If you witness behavior that is less than respectful, you are welcome to hold the community accountable by calling us in. * *Be prepared & responsible*. Know what is happening in class by checking the schedule and your emails. Bring materials and assignments to class when needed. Submit work on time, and communicate with me in mitigating circumstances. * *Participate*. Since you are working to become an expert in your field, the class and our scholarly community stand to benefit and learn from your contributions. Practice now by sharing what you know and are learning when it is relevant. * *Communicate*. Come by or call me during office hours if you have issues with course material or want feedback on your writing. You can also email me. | | | |