

Melissa Nivens, Ph.D.
Class Time: 2:30-3:50pm
Location: BW210
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Office hours: W 9:00am-12:00pm
TR 11:00-12:00pm
Afternoons by appointment

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:

- Calkins, Lucy. *Teaching Writing*. Heinemann, 2020.
- Serravallo, Jennifer. *The Writing Strategies Book*, Heinemann, 2017.

Recommended text (excerpts will be available in D2L):

- Brandt, Deborah. *Literacy and Learning: Reflections on Writing, Reading, and Society*. Jossey-Bass, 2009.
- Tate, Gary et al. *A Guide to Composition Pedagogies 2nd ed.* Oxford UP, 2014.

Assignments:

- Five Reader Response Papers 25%

- Papers that consist of two paragraphs: one that summarizes the reading and one that reacts to the reading. Typed and submitted in D2L.
- Literacy Narrative 15%
 - Narrative essay that reflects on memories of learning to read and write or become fluent in a particular literacy.
- Book Review 15%
 - Written review of an academic book related to the teaching of composition or literacy studies.
- Lesson Plan Project 15%
 - Evaluation and presentation of a lesson(s) from *Writing Strategies*.
- Synthesis Paper 15%
 - Formal paper that synthesizes information from the book review book and additional sources on a related topic.
- Reflection Essay 5%
 - Short essay that reflects on the course objectives.
- Presentation 10%
 - Presentation of information from book review and synthesis paper

Table 1 Grading Scale

Final Grade	Points Earned
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.

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. All formal papers will run through the Turnitin for an originality report. 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.

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.

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 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, 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

WS = Writing Strategies

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

Wk	Date	Do This Before Class	Do This In Class
1	T 1/17	N/A	Introductions, Syllabus, "Are You a Writer?"
	R 1/19	Read: D2L – Brandt "Sponsors of Literacy" (23-44) & "Remembering Reading, Remembering Writing" (91-113)	Discuss: Sponsors of Literacy Introduce: Literacy Narrative
2	T 1/24	Read: D2L - What is Composition Pedagogy? & Expressive Pedagogy D2L Submit: RR#1	Discuss: What is Composition Pedagogy? Expressive Pedagogy Review Lit Narr Samples
	R 1/26	Read: TW Ch 2 What Writers Need & Ch 3 Writing Process	Discuss: Writing Process Complete: Planning Workshop
3	T 1/31	Read: TW Ch 5 Narrative Writing Write: Literacy Narrative Rough Draft (bring 2 copies to class)	Discuss: Writing to Tell a Story Complete: Peer Review Workshop
	R 2/2	Review: D2L - Writing Objectives (TEKS & CC) D2L Submit: Literacy Narrative	Complete: Writing Objectives Activity

4	T 2/7	Read: D2L – 6 Traits D2L Submit: RR#2	Discuss: 6 Traits
	R 2/9	Read: <i>WS</i> Getting Started and review table of contents	Discuss: 6 Traits & Classroom activities Introduce: Lesson Plan Project
5	T 2/14	Read: D2L Genre Pedagogies & <i>TW</i> Ch 6 Informational Writing D2L Submit: RR#3	Discuss: Writing to Inform STAAR Informational Writing
	R 2/16	Read: <i>TW</i> Ch 7 Opinion/Argument Writing	Discuss: Writing to Persuade STAAR Argumentative/Opinion Writing
6	T 2/21	Read: <i>TW</i> Ch 4 Writing Workshop & <i>TW</i> Ch 9 Small Group Work in the Writing Workshop Review: <i>WS</i> Goal 10 Activities	Discuss: Writing Workshop LPP Planning Workshop
	R 2/23	Work on LPP	LPP (1 – 3)
7	T 2/28	Work on LPP	LPP (4 – 6) Introduce: Book Review/Synthesis Paper/Presentation
	R 3/2	I'M AT A CONFERENCE NO CLASS	
8	T 3/7	Read: Ch 11 Assessing Writing D2L Submit: RR#4	Discuss: Writing Assessment
	R 3/9	Select Book for Book Review	Discuss: Writing Assessment & Feedback
SPRING BREAK NO CLASS			

9 LAST DAY TO DROP WITH A "W" 3/27	T 3/21	Read: TW Ch 10 Writing across the Curriculum & Pedagogy of WID and WAC Book for Book Review	Discuss: Learning to Write vs. Writing to Learn
	R 3/23	Read: D2L – Kim “The Parched Tongue” and Anzaldua “How to Tame a Wild Tongue & Second Language Pedagogy Book for Book Review	Discuss: English Language Learners and Writing
10	T 3/28	Read: D2L – Smith “I’m Just Following the Policy” and Fredlund & Morris “Collaborating Toward and Anti-Racist Writing Curriculum” Review: WS Goals 8 & 9 D2L Submit: RR#5	Discuss: Standard English & Anti-racist Teaching
	R 3/30	Write: Book Review Rough Draft (bring 2 printed copies to class) Find: Sources for Lit Review	Complete: Peer Review Workshop
11	T 4/4	D2L Submit: Book Review Final Draft	Complete: Revision Workshop/Mini Conferences
	R 4/6	EASTER HOLIDAY NO CLASS	
12	T 4/11	Read: Sources for Synthesis Paper	Review: MLA Documentation and using Library Databases Introduce: Synthesis Matrix
	R 4/13	Read: Sources for Synthesis Paper	Complete: Planning Workshop
13	T 4/18	Read: Sources for Synthesis Paper	Complete: Instructor Conferences
	R 4/20	Read: Sources for Synthesis Paper	TBD

14	T 4/25	Write: Synthesis Paper Rough Draft	Complete: Peer Review Workshop
	R 4/27		Complete: Revision Workshop
15	T 5/2	D2L Submit: Synthesis Paper Final Draft	Complete: Presentation Workshop
	R 5/4	Work on Presentations	Complete: Reflection Essay
Final	Tues. 5/9 @ 3:30 - 5:30 PM		Presentations