

Syllabus

Administrative

School and Program:	Morehead State University / College of Humanities / English Graduate Program
Term:	Fall 2009
Course:	ENG 612-300,301 Theories of Teaching Writing (3-0-3) Online
Prerequisite:	Graduate standing
Instructor:	Dr. Robert D. Royar, Associate Professor of English
Office:	Combs 104
Contact:	606.783.2734 or r.royar@morehead-st.edu
Office hours:	Mon. & Tue. 11:30 a.m. – 12:30 p.m.
Target audience:	Graduate students
Delivery system:	Blackboard by way of the Internet
Required Texts:	Huot, Brian and Peggy O'Neill. <i>Assessing Writing: A Critical Sourcebook</i> . Boston: Bedford, 2009 (ISBN: 978-0-31247596-3). Provided by publisher. Joseph, Sr. Miriam. <i>The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language</i> . Marguerite McGlenn ed. Philadelphia: Paul Dry, 2002 (ISBN: 978-0-9679675-0-9). Murphy, James J. (Ed.). <i>A Short History of Writing Instruction: From Ancient Greece to Twentieth Century America</i> . 2 nd ed. New York: Routledge, 2008 (ISBN: 978-1-880393-30-7).

Students will develop an ability to

- interact weekly in online forums on Blackboard.
- discover and apply research based on web searches.
- discern reliable, literary web-based information from unreliable information.

Students who successfully complete **Theories of Teaching Writing (grade of B or above)** will demonstrate competence in the following areas:

- finding appropriate scholarly sources both online and through traditional library searches (assessed via papers, online discussion, and essay questions);
- incorporating sources in a paper that synthesizes differing perspectives on aspects of composition scholarship and places the sources' arguments in the context of the course (assessed via proposal);
- analyzing an appropriate scholarly argument about the theoretical and empirical foundations of college-level writing instruction and placing it in the context of the course (assessed via papers, online discussion, and essay questions); and

- analyzing the context of rhetoric and composition studies and the effects on these studies of historical/political situations (assessed via online discussion, papers, and examination).

Expectations for course participation

We will be using the Internet extensively as a way to interact with each other. Students enrolled in Theories of Teaching Writing should be aware that they

- must be currently enrolled/admitted at Morehead State University and all tuition and fees must be paid;
- must have basic computer and Blackboard navigation skills;
- should ensure they have access to a computer that meets the technology requirements for the course. This information is provided on Morehead State's Distance Learning Home Web Site at <http://moreheadstate.blackboard.com>;
- should be prepared for technology failure and should not panic;
- should consider their online postings made to the class forums to be public statements which may be read by others;
- should use email to the instructor only for private communications;
- may need to contact the instructor at times via telephone; and
- may not engage in flaming, spamming, or other inappropriate or indecorous behavior.

Paper Format

The critical summary, proposal, and final must be turned in to the Assignments' section on Blackboard in Word "doc" or "docx" format.

Miscellaneous Requirements

Throughout the semester, the instructor will supplement the class-assigned readings with articles from composition and rhetoric journals (most available online), by references to the Writing Program Administrators online discussion list, and by weekly (active) participation in the Blackboard Discussion Forums. Students are responsible for completing ten hours practicum as a tutor in a composition class, in a Writing Center, in a literacy center which provides writing help, through an online writing mentoring program, or in a general school-based tutoring center that helps adults with their writing difficulties. To document this participation you must have a supervisor at the site where you volunteer to send an official letter to my University address:

Dr. Robert Delius Royar
Morehead State University
150 University Blvd. UPO 635
Morehead, KY 40351-1689

In the letter, your supervisor must state that you have served as a writing coach, aide to a writing teacher, tutor, or teaching assistant during the semester. S/he should include contact information for himself. S/he does not need to evaluate your work. It is then up to you to describe your volunteer experience in a short 250 word note, also sent to me via Bb's Assignments.

Status

English 612 is recommended for all graduate assistants in the English program and any graduate assistant not in the program who will be teaching English 099 or 100. It is an elective for all other graduate students.

Relationship to University Mission

Students who successfully complete English 612 will be prepared to teach college-level remedial through advanced writing courses. They will (upon graduation) meet the educational standards required for entry-level teaching positions in regional post-secondary institutions that hire writing tutors and instructors. They will be better prepared for admission into further advanced study at universities offering degrees in rhetoric and composition. They will be capable of analyzing existing writing curricula with relation to writing pedagogy, an ability that will help them in consulting with local schools.

Catalogue Course Description

English 612 is an in-depth study of composition theory and research with a heavy emphasis on the analysis and critique of important sources in the field of composition and rhetoric. Students are expected to complete a 10-hour (average of 30 minutes per week) assignment assisting a full-time composition teacher in his class. [*Note that I have modified the catalogue description to make the 10-hour assistant assignment more broad. Morehead State no longer has a Writing Center. The assistance may be in an online composition class.*]

Goals

English 612 provides theoretical grounding in contemporary composition theory necessary for students preparing to teach composition in college or who plan to pursue a PhD. in fields such as Rhetoric and Composition. English 612 offers students seeking experience as tutors or composition instructors the opportunity to acquire a foundation in writing pedagogy coupled with practical experience as an aide, in a tutoring setting, or in a classroom at the college or upper secondary level. In the course students have the opportunity for in-depth exploration of ancient, modern, and contemporary writing theory and research. English 612 supports three of the eight competencies listed as part of the graduate program in English:

- Mastery of the conventions of the critical essay.
- Ability to produce coherent and polished written discourse adapted to a specific purpose, and
- Ability to produce proposals for one or more authentic audiences.

Because most of the English graduate competencies mention specific sub-fields of English studies, the other five competencies are only touched on indirectly. For example, students in Theories of Teaching Writing will read articles that discuss the application of linguistics' principles to writing instruction, but they will not explore these at the depth they might in a graduate linguistics course. They will learn rhetorical terminology that is often applied to literary analysis, but in Theories of Teaching writing students will focus on the application of these rhetorical terms to the analysis and assessment of student-produced texts.

In English 612 you will be expected to demonstrate your competence to

- apply current research in composition to your writing pedagogy,
- use online message boards and email discussion lists to explore critical issues related to writing in the advanced secondary and post-secondary curriculum,
- propose empirically based and scholarship-based strategies for teaching and assessing writing,
- learn the foundations you will need to design and maintain writing programs in post-secondary settings,
- develop an instruction sequence suitable for a student being tutored in advanced secondary, post-secondary remedial, post-secondary, and adult literacy writing,
- write an in-depth critical analysis of a selection from a supplemental reading list,
- participate in weekly online discussions about articles assigned in class,
- write weekly one-page online responses to (and lead discussions about) articles assigned in class, and
- answer in-depth, questions on examinations that require critical analysis.

Course Text Reading and Topic Schedule

Throughout the semester students must submit one-page (250 word) responses to questions posed on the Blackboard Discussion Board. Additional readings from library and Internet sources may be assigned as needed. Discussions about the issues raised in the readings will take place on Blackboard's Discussion Forum. Individual students will be responsible to direct discussion of many of the readings. In the weekly schedule the following applies: Huot refers to the text *Assessing Writing*; Joseph refers to the college composition textbook *The Trivium*; and Murphy refers to the text *A Short History of Writing Instruction*.

- Week 1** (Aug. 17-22) The foundations of classical Greek and Roman rhetoric and foundations of contemporary composition: read Murphy chapter 1, Joseph chapter 1, and Huot chapters 1-2.
- Week 2** (Aug. 23-29) Writing instruction in the ancient world and critiques of holistic models of assessment: read Murphy chapter 2, Huot chapters 2-4, and Joseph chapter 2. **Explanation of service/practicum requirement.**
- Week 3** (Aug. 30-Sep. 5) Medieval rhetoric and extended models for assessment: read Murphy chapters 3-4 and Huot chapters 5-7.
- Week 4** (Sep. 6-12) The Renaissance and writing instruction and rethinking large-scale assessment: read Murphy chapter 5 and Huot chapters 8-10.
- Week 5** (Sep. 13-19) The rhetoric of the 18th-19th century (Blair, Whately, and Campbell): read Murphy chapter 6. Old-school grammar: read Joseph chapter 3. **Critical summaries due Tuesday 15 September (by 11:59 p.m.).**
- Week 6** (Sep. 20-26) Tradition is not traditional: read Murphy chapter 7. Learning to apply research to our own teaching: read Huot chapters 11-13.

- Week 7** (Sep. 27-Oct. 3) Recent developments in composition theory: read Murphy chapter 8 and Huot chapters 14-16.
- Week 8** (Oct. 4-10) *Problematizing* our assumptions about composition: read Murphy's "Epilogue" and Huot chapters 17-19.
- Week 9** (Oct. 11-17) Models of instruction, the trivium: read Joseph chapters 4-5 and Huot chapter 20 (review "Part Two: Models" in Huot).
- Week 10** (Oct. 18-24) Discussion of proposal assignment: read Huot chapters 21-22.
- Week 11** (Oct. 25-31) Writing Program Administration: read Huot chapters 23-24 and Joseph chapters 6-7.
- Week 12** (Nov. 1-7) Managing writing classes: read Joseph chapters 8-9.
- Week 13** (Nov. 8-14) Designing assignments: read Joseph chapters 10-11.
- Week 14** (Nov. 15-21) Assessing outcomes. Readings to be announced.
- Week 15** (Nov. 22-28) Setting up and administering writing programs. Readings to be announced. **Practicum report due Tuesday 24 November (by 11:59 p.m.).**
- Week 16** (Nov. 29-Dec. 5) The online writing support conspiracy: focus on message groups, weblogs, moos, and OWLs. **Response journal due by Saturday 5 December 11:59 p.m.**
- Week 17** (Dec. 6-12) **Final due Tuesday 8 December (by 11:59 p.m.) Proposal due Friday 11 December (by 11:59 p.m.).**

Evaluation

Assessments

Evaluation will rely on graded and ungraded assignments. Failure to perform adequately on ungraded assignments (practicum assignment and Blackboard discussions) will result in deductions of up to 26 percent from your final grade. You are encouraged to workshop your papers with your classmates before turning them in; you are encouraged to ask my advice for drafts. There will be no option for revision once you have turned a paper in to be graded. While proper usage and mechanics will not increase your grade, improper usage and mechanics will lower your grade. The following assignments are required for this semester:

- one examination (Final: 25%; Scale: 0-100);
- two papers (critical summary and proposal) Students must analyze a book-length reading or multiple articles from peer-reviewed journals (30% for summary and 35% for proposal; Scale: 0-100);
- weekly Blackboard, online discussions (1% per week deducted from final grade for each of the sixteen weeks missed);
- two-per-week Blackboard, online responses to instructor-posed questions focused on our readings in composition theory (10%); and
- tutoring or instruction in writing in a tutoring center or composition classroom (10% deducted for unsatisfactory performance assessed by the presentation of an

official letter from the teacher of record of the class or director of the program for which student tutored attesting to the fact that the student completed the hours and a 250 word summary of the experience written by the student).

Grading Scale

Grade A (93% or above)

Students whose work is judged at the highest level (A) will complete all of the assigned course projects presenting arguments which synthesize multiple viewpoints from course readings, outside research (including field research in the composition class or tutoring venues), class discussion, and peer and teacher review; show a clear grasp of the course readings through their own writing which extends the online discussion of the readings; be able to explicate rhetorical choices they have made in their own writing; participate in and consistently add to peer evaluation of other students' readings; incorporate (when appropriate) the revision suggestions of the teachers and peers; and consistently produce final (online and offline) writing in which surface error is absent or limited to occasional typographic errors not correctable using a spelling checker.

Grade B (85%-92%)

Students whose work is judged at the good level (B) will complete all of the assigned course projects presenting arguments which synthesize multiple viewpoints from course readings, library research, class discussion, and peer and teacher review and which acknowledge actual practice in the composition classroom or tutoring venues; show an understanding of the content and context of the course reading through their own writing which incorporates some arguments based on their own interpretations of online discussion of the readings; participate in and occasionally add to peer evaluation of other students' readings; incorporate (when appropriate) the revision suggestions of the teachers and peers; and produce final (offline and online) writing in which surface error is limited to typographic errors not correctable using a spelling checker.

Grade C (75%-84%)

Students whose work is judged at the average level (C) will complete all of the assigned course projects presenting arguments which synthesize multiple viewpoints from course readings, library research, class discussion, and teacher review; show an understanding of the content and context of the course reading through their own writing which incorporates some arguments based on online discussion of the readings; participate in peer evaluation of theirs and other students' readings; incorporate (when appropriate) the revision suggestions of the teachers and their peers; and produce final (online and offline) writing in which surface error is limited to typographic errors not correctable using a spelling checker and/or occasional lapses into agreement, verb form, and/or sentence errors without exhibiting a pattern of multiple errors.

Grade D (NA)

The grade designated as "poor" (D) is not assigned for graduate courses. Performance below the Average grade (C) earns a failure (E).

Grade E (below 75%)

Students will receive a failing (E) grade for any **one** of the following: failure to turn in any one of the required assignments, missing sufficient discussion postings to reduce the assignment average below 75 percent, repeated and persistent usage errors in completed work, plagiarism, or failure to participate in discussion of assigned reading.

Policies**Morehead State University****ADA compliance accommodation of students with special needs**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606.783.5188, <http://www.moreheadstate.edu/acs/>. Contact the MSU Office of Distance Learning, 408 Ginger Hall, Morehead State University, Morehead, KY 40351; phone: 606.783.2082 if you find issues related directly to Blackboard.

Campus safety statement

The following statement is required to be included on all Morehead State University syllabi:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency/>.

Plagiarism

Cheating, fabrication, plagiarism or helping others to commit these acts is academic dishonesty and will not be tolerated. Academic dishonesty may result in severe disciplinary action including, but not limited to, failure of the student assessment item or course and dismissal from MSU. If you are not sure what constitutes academic dishonesty, read *The Eagle: Student Handbook* (11 and 39) or ask your instructor. For example, plagiarism includes copying information from the Internet without providing proper documentation.

English**Plagiarism**

Plagiarism is an academic ethical violation which consists of presenting the ideas of another person without documenting the source. For the purposes of this class plagiarism is defined as doing any of the following:

- turning in another person's paper as your own,
- using a classmate's idea without giving her/him credit (including posts on Blackboard),
- copying an article from the Internet or from a book or magazine and turning it in as your own,
- using part of an article from the Internet or from a book or other publication in your own work without an in-text citation or other form of documentation to show exactly where the material originated,
- including some idea you remember from some source you read but forgot about without documenting the source, or
- including a direct quotation from a source without marking it as such and documenting it properly in your paper.

The penalty for plagiarism in this class is failure on any assignment that exhibits plagiarism. The department's policy allows the teacher to assign an E as the final grade for the course in any case where plagiarism occurs.

Attendance

You are expected to participate in (asynchronous) online discussion each week. If you know that you will need to miss more than two weeks of class discussions, you should withdraw from this course. One percentage point will be deducted from your final grade for each week you do not participate in the online discussion. The required responses to weekly questions are considered attendance (or class participation) as are questions you raise in a forum.