



ENGL 7735: INTRODUCTION TO COMPOSITION STUDIES
SUMMER 2018
CRN #50566

SYLLABUS

FACULTY AND COURSE INFORMATION

INSTRUCTOR:

Dr. Clarice M. Moran
Assistant Professor, English Education

INSTRUCTOR CONTACT INFORMATION:

Cmoran6@kennesaw.edu; claricemoranksu@gmail.com
919-539-7526 (cell)

CLASS LOCATION:

Online

CLASS MEETING TIMES:

Bi-weekly Monday – Wednesday at 11:59 p.m. & Thursday – Sunday at 11:59 p.m.

COURSE WEBSITE:

<https://bit.ly/2siKC62>

COURSE COMMUNICATIONS:

The best way to reach me is to email me at claricemoranksu@gmail.com or to call or text me at 919-539-7526. If you text, please identify yourself.

ELECTRONIC COMMUNICATIONS:

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland, ME: Stenhouse. ISBN: 978-1-57110-896-8

Kirby, D. L., & Crovitz, D. (2013). *Inside out: Strategies for teaching writing* (4th ed.). Portsmouth, N.H.: Heinemann. ISBN: 978-0-325-04195-7

Nelson, G. L. (2004). *Writing and being. Embracing your life through creative journaling*. (Rev. ed.). Novato, Calif.: New World Library. ISBN: 978-1-880913-61-1

- Supplemental readings from various English language arts journals and books.
- A journal of your choice

ADDITIONAL RESOURCES:

- Adequate knowledge of the conventions of standard written English.
- Access to Google Drive (through a free gmail account) and KSU email account that you **check daily**.

REFERENCED COURSE TEXTS:

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Portland, ME: Stenhouse.

Anderson, J., & Dean, D. (2014). *Revision decisions: Talking through sentences and beyond*. Portland, ME: Stenhouse Publishers.

Applebee, A. N., & Langer, J. A. (2013). *Writing instruction that works: Proven methods for middle and high school classrooms*. New York, NY: Teachers College Press.

Crovitz, D., & Devereaux, M. D. (2016). *Grammar to get things done: A practical guide for teachers anchored in real-world usage*. New York, NY: Routledge.

Elbow, P. (1998). *Writing without teachers*. New York, NY: Oxford University Press.

Goldberg, N. (1990). *Wild mind: Living the writer's life*. New York, NY: Bantam Books.

Goldberg, N. (1986). *Writing down the bones: Freeing the writer within*. Boston, MA: Shambhala.

King, S. (2000). *On writing: A memoir of the craft*. New York, NY: Pocket Books.

- Kirby, D. L., & Kirby, D. (2007). *New directions in teaching memoir: A studio workshop approach*. Portsmouth, NH: Heinemann.
- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York, NY: Anchor Books.
- Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. Portsmouth, NH: Heinemann.
- Romano, T. (2004). *Crafting authentic voice*. Portsmouth, NH: Heinemann.
- Romano, T. (1995). *Writing with passion: Life stories, multiple genres*. Portsmouth, NH: Heinemann.
- Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2010). *The dynamics of writing instruction: A structured process approach for middle and high school*. Portsmouth, NH: Heinemann.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

Prerequisite: Admission to graduate study in education

Catalog Course Description:

3 Class Hours, 0 Laboratory Hours, 3 Credit Hours

This course examines issues and themes in composition studies, particularly those influencing writing instruction in middle and high schools. Students will examine the state of writing instruction in a standards-based and high-stakes school climate; study and practice writing as a process; write for a variety of purposes, audiences, and genres; create constructive approaches for planning, instruction, and assessment; and practice grammar instruction in the context of writing.

COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

Georgia Professional Standards Commission – Program Area Standards

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.17.pdf>

Georgia Professional Standards Commission – Ethics Standards

<http://www.gapsc.com/Ethics/Home.aspx>

CAEP – Council for the Accreditation of Educator Preparation

<http://www.caepnet.org/standards/introduction>

InTASC - Interstate Teacher Assessment and Support Consortium

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

CAPS – Candidate Assessment on Performance Standards

https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf

Specialized Professional Associations

<http://ncte.org>

ISTE – International Society for Technology in Education

<http://www.iste.org/standards/ISTE-standards/standards-for-teachers>

This course is designed around active work and study that provides successful students with an opportunity to:

GOALS/OBJECTIVES	<u>NCTE</u> STANDARDS	<u>INTASC</u> STANDARDS	<u>CAEP</u> STANDARDS	CAPS	ACTIVITIES & ASSESSMENTS
Create writing in various genres, for various audiences and purposes.	2.1, 4.1, 4.4	4, 5	1.2, 1.3	1	1. Writing workshops 2. Freewrites 3. Reflections
Examine, practice, and articulate various theoretical approaches to writing instruction that meet the various needs of all students.	4.1, 4.4, 5.1, 5.2, 5.3	1, 2, 3, 4, 5	1.2, 1.3, 1.4	1, 2, 3, 4	1. Multigenre Research Project 2. Reflections 3. Sequenced Writing Assignment Design
Review, evaluate, and create current research and standards-based practices in teaching writing, including writing processes, in order to plan instruction	4.1, 4.2, 4.3, 6.2	4, 5, 6, 7, 8	1.2, 1.3, 1.4	1, 2, 3, 4	1. Reflections 2. Multigenre Research Project 3. Sequenced Writing Assessment Design
Identify and apply a variety of strategies for integrating grammar into writing instruction	2.1, 2.3, 5.4	4, 5, 7, 8	1.3, 1.2	1, 2, 3, 4	1. Multigenre Research Project 2. Sequenced Writing Assessment Design
Respond constructively to writing using a range of writing assessment and feedback strategies	2.1, 2.2, 3.2, 3.3, 5.2	1, 2, 3, 4, 5, 6, 9	1.2, 1.2, 1.4	5, 6	1. Reflections 2. Writing Workshops 3. Multigenre Research Project

COURSE OUTLINE AND REQUIREMENTS

COURSE CONTENT:

- The Teacher as Writer
- Building Community
- Routines
- The Writer's Workshop
- Finding Your Voice

- Mentor Texts
- Real-World Writing: Essays
- Real-World Writing: Narratives
- Real-World Writing: Poetry
- Real-World Writing: Fiction
- Grammar and Mechanics
- Assessing Writing

FINAL EXAM:

None.

COURSE OUTLINE:

See course schedule at <https://bit.ly/2LI4pVq>

Disclaimer:

The course calendar (available at <https://bit.ly/2LI4pVq>) is subject to change as the need arises. In this event, changes will be clearly communicated.

EVALUATION & GRADING SCALE

The successful completion of this course requires that evidence be shown of achievement of each of the course objectives. The student is responsible for providing the necessary evidence. The following course assignments each will help the student show achievement of multiple course objectives. All assignment descriptions and rubrics can be found in the Course Assignments folder at <https://bit.ly/2H3viPY>.

ASSIGNMENTS/REQUIREMENTS

ASSIGNMENT	POINTS
Writing Workshops	250 points
Reflections on Readings	200 points
Project A: Philosophy of Writing	100 points
Project B: Sequenced Writing Assignment Design	200 points
Project C: Multigenre Research Project	250 points
TOTAL POINTS	1000 points

1000 - 900 points	(100-90%)	A
899 - 800 points	(89 – 80%)	B
799 - 700 points	(79 – 70%)	C
699 - 600 points	(69 – 60%)	D
Below 600 points	(<60%)	F

Assignments are due on date assigned. All written assignments must be typed in 12-point font with standard margins in APA format. **Work that is unedited, presented with little thought or planning, or not submitted in APA format will be returned for revision with an automatic 10-point deduction. Work must be submitted via Google Drive.**

1. Learning Activities/Participation

250 points

You will earn these points by participating fully in the workshop and your writing circle. Additionally, you will provide a finished draft to share and demonstrate the traits of an effective workshop member. There will be five workshop assignments, each worth 50 points.

2. Reflections on Readings

200 points

You will be asked to write careful reflections on some of the readings. This is important for your professional development as prospective teachers, as well as for your growth as a critical thinker. These reflections are one page, single-spaced. These reflections ask for tight, concise writing following Standard English usage and grammar. Your one-page reflection should be significant and thoughtful, not a summary, and be connected in some way to your developing personal teaching philosophy. Let the readings spark your creativity. There are five of these reflections, each one worth 40 points.

3. Project A: Philosophy of Writing

100 points

You will define your philosophy of writing based on course readings and activities, as well as your own real-world experiences. This will be written as a one-page Word document. You will submit it as a paper.

4. Project B: Sequenced Writing Assessment Design

200 points

You will consider the particular writing modes and outcomes that secondary students typically will be responsible for producing (e.g., narrative, expository, persuasive, descriptive, etc.) and design a sequence of writing assignments that builds

cumulatively/organically (rather than treating assignments as separate events). The assignments you design should anchor writing in real-world contexts and purposes that are meaningful for students and emphasize processes of collaboration, revision, feedback, and publishing. They also should align to the [Georgia Standards of Excellence for English Language Arts](#). You will submit this as a paper with broadly explained ideas, rather than concrete lesson plans.

5. Project C: Multigenre Research Project

250 points

You will develop a multigenre research project as a mean of exploring both benefits and possibilities of various forms of research-based composing. In this project, you will write a variety of pieces in different genres, all connected to a social justice-focused theme of your choice, informed by the young adult novel you choose to read. In addition, you will write a reflection on how you might incorporate a similar project into your own classroom.

COURSE POLICIES

ATTENDANCE POLICY:

This is an online course. **You must participate in *all* learning modules to receive credit for the course.** I expect you to engage fully in this class and to conduct yourself as a professional.

If you do not complete one learning module, your final grade will be lowered by one letter. If you do not complete two learning modules, your final grade will be lowered by two letters. If you do not complete more than two learning modules, you will fail the course. Two repeated instances of partial participation in modules will count as one absence, resulting in your final grade being lowered by one letter.

Note: Discussion and activities within each module cannot be made up after the week during which they are assigned to be completed as indicated on the [course calendar](#).

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

MAKE-UP AND LATE WORK POLICY:

A key component of professionalism is punctuality with regards not only to participation but to assignment due dates. As a general rule, late assignments of any nature (including drafts) will not be accepted for credit. You may, however, submit late assignments at my discretion for feedback. All major assignments listed in the syllabus will be penalized one letter grade for every day they are late, including weekend days.

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—**please speak to**

me as soon as possible. Make an appointment with me or email me. My “door” is always open to you. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due).

Please note, in order to pass the course, you **must** submit all assignments listed in the syllabus, even if they are late. **Because you must turn in all major assignments in order to pass this course, you must turn in an assignment even through it is late and may receive an F.**

You are responsible for all work missed on these occasions. Not only are you responsible for all work missed when you do not participate in a module, but you are responsible for coming to the next module adequately prepared. Get to know your fellow students, exchange phone number and email addresses, and create a supportive network so that if you are absent, you can keep up to speed with the course.

QUIZ/EXAM POLICY:

Not applicable. Proctored exam requirements – <http://www.kennesaw.edu/dlc/virtualexam/>.

COURSE TECHNOLOGY:

Because this is an online course, you will use various online platforms such as our [Google Drive Folder](#) to respond to the readings, post your work, comment on the work of your classmates, and receive feedback from your classmates and instructor. Any work posted after the deadline (Wednesdays and Sundays at 11:59 p.m.) will be considered “late” and penalized accordingly.

The minimum technical skills you will need to successfully participate in this course are: using Google Drive, creating and submitting files in Google Drive, copying and pasting, and navigating the web. You also need an open mind and a willingness to stretch your personal comfort level by tinkering with new technologies and platforms.

Accessing Course Materials:

If at any time you are having difficulty with a link or file (e.g., cannot access it, need an alternate format, etc.), please email me, and I will help to address those issues.

Submission Guidelines:

Most of your work will be submitted electronically via our [Google Drive course folders](#). Please create a new document in the appropriate folder and compose your document there. It will automatically save. Use the following format to name your document: First Initial_Last Name_Course Number_Assignment Name. (e.g., **C. Moran_7735_Writing Philosophy** is how mine would look for my Project A: Writing Philosophy). This helps us all in identifying files in our Google Drive folders. If you misname a file, I will email you and ask you to rename it appropriately.

OTHER POLICIES:

Professionalism:

The English Education courses you take provide you with the opportunity to further develop the habits essential to successful teachers. These include regular attendance and punctuality; successful completion of work prior to deadlines; active and engaged participation in class activities; careful revision and proofreading of your written work; proactive research and preparation of course and/or teaching content with which you are unfamiliar; and responsibly communicating with your instructors and/or supervisors when problems arise. It is vital for you to model the habits of work and of mind that you want your own students to have, and the English Education faculty expects you to demonstrate these habits throughout your coursework at KSU. Failure to do so will not only impact negatively on your grades in these courses, but course also affect your future success in your own English Language Arts classroom. Take this opportunity to stop seeing yourself as a student and start seeing yourself as a future teacher. The goal is to apprentice you into the profession of teaching. Making mistakes is part of the process; however, not addressing concerns after they have been identified is irresponsible and unprofessional.

A Note on Being Realistic. . .

Just like any commitment, this course requires substantial time and effort. **Expect to spend at least six hours a module *outside of class* working on various assignments:** reading, taking notes, possibly meeting with me virtually, working on projects and assignments, etc. Take realistic stock of the semester ahead, of your various obligations and responsibilities, to make sure you have the time available to devote yourself to this course.

Quality of Work Submitted:

All written assignments require that students submit coherent, logical, and carefully edited prose. All written assignments should be typed/word processed and submitted electronically as specified by the assignment description. All written assignments should include APA references for information that is not originally form your own head/knowledge base.

FEEDBACK/REPLIES IN A TIMELY MANNER:

You can expect feedback on course participation and assignments within one week day of submitting them. You can expect a reply to emails and phone calls within 24 hours, Monday – Friday between 8:00 a.m. and 7:00 p.m. You can expect a reply to emails and phone calls within 48 hours, Saturday-Sunday between 8:00 a.m. and 7:00 p.m.

COURSE WITHDRAWAL:

It is your responsibility to drop or withdraw from the course according to KSU policies, procedures, and deadlines should such action become necessary. Students who disappear without appropriately withdrawing from or dropping the class will earn a grade of **F**. The deadline for withdrawal without academic penalty for Summer 2018 is June 28.

ACADEMIC INTEGRITY:

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

CAMPUS RESOURCES:

KSU Online Student Resources [<http://learnonline.kennesaw.edu/resources/index.php>]

KSU Online Student Resources offers a variety of resources to support students enrolled in online classes, including tech support and student support resources.

Teacher Resource and Activity Center (TRAC) [<https://education.kennesaw.edu/trac/>]

TRAC is a curriculum center designed to help education students, educators, and community members plan and prepare effective and creative classroom instruction and activity. TRAC houses over 8,000 books, more than 2,000 DVDs and videos, 500 kits and games, and 66 professional journals and periodicals. Visitors can check out books, DVDs, videos, and instructional enhancement items, conduct educational research, access the Internet, preview videos, make copies, and so much more! Visit our workroom to find everything you need to create manipulatives and projects. Friendly staff is available to assist visitors. The center is

located in Room 2005 on the 2nd floor of Kennesaw Hall on the Kennesaw State University main campus. It is open to all KSU students, faculty, and staff.

Writing Center [<http://www.kennesaw.edu/writingcenter>]

The KSU Writing Center helps students in all disciplines and at all levels of ability improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit the website or stop by Room 242 in the English Building.

ESL Tutoring Center [<http://www.kennesaw.edu/uc/esl/>]

The ESL Tutoring Center provides computers for academic work and an extensive selection of ESL textbooks in an attractive, comfortable space located in Room 442 of the Library. At the Center, students are offered tutoring in writing, reading, pronunciation, and reviewing grammar as well as general education academic advisement.

KSU Safe Space Initiative [<http://www.kennesaw.edu/safespace/student/>]

The KSU Safe Space Initiative offers teacher candidates resources and strategies for working with and supporting their future students.

Counseling and Psychological Services (CPS)

[<http://www.kennesaw.edu/studentssuccessservices/cps/cslgindex.html>]

Counseling and Psychological Services helps students to recognize their potential and overcome any obstacles that are preventing them from succeeding through individual or group personal counseling, career counseling, workshops, or class presentations. Appointments can be made by calling 470-578-6600 or by dropping by our office located on the 2nd floor of Kennesaw Hall, Room 2401.