

University of Arkansas at Monticello
School of Arts and Humanities
ENGL 5153: Seminar in Composition and Creative Writing Pedagogy
3 Graduate Credit Hours
Summer 2014, May 27 - July 30
Online via Blackboard

INSTRUCTOR: Dr. Julie Platt (feel free to call me Julie or Dr. Platt)

OFFICE: MCB 113B (inside the UAM Writing Center)

OFFICE PHONE: 870.460.1489

EMAIL: platt@uamont.edu

ON-CAMPUS OFFICE HOURS: MTWTh, 10am – 12pm

COURSE DESCRIPTION:

This course is designed for MFA students who wish to teach composition and/or creative writing at the undergraduate level. It provides an introduction to the basics of pedagogical theory while foregrounding praxis. Special attention will be given to exploring the intersections between composition and creative writing, and the challenges of teaching writing effectively in online and hybrid spaces. Students who successfully complete this course will have the beginnings of a basic teaching portfolio that reflects an understanding of current issues and practices in undergraduate writing pedagogy.

COURSE PREREQUISITES:

Graduate student status.

REQUIRED TEXTS:

- Irene L. Clark, *Concepts in Composition: Theory and Practice in the Teaching of Writing* (Routledge, 2011)
- Stephanie Vanderslice and Kelly Ritter, *Teaching Creative Writing to Undergraduates* (Fountainhead, 2011)
- Scott Warnock, *Teaching Writing Online: How and Why* (NCTE, 2009)
- Additional articles and materials provided by the instructor in PDF format

STUDENT LEARNING OUTCOMES FOR ENGL 5153:

Students who successfully complete this course will demonstrate:

- Familiarity with the major practical approaches to and theoretical issues associated with composition and creative writing pedagogy.
- Understanding of the changing relationships between composition and creative writing pedagogy.
- Understanding of the ways networked and online environments change and complicate writing and writing pedagogy.
- Proficiency in designing, planning, and managing undergraduate writing courses.
- Proficiency in assigning, responding to, and assessing undergraduate writing.

TECHNICAL SUPPORT INFORMATION:

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1663.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at fendley@uamont.edu or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:
<http://www.uamont.edu/AcademicComputing/>

MINIMUM TECHNOLOGY REQUIREMENTS:

- Operating System: Windows XP, Vista, 7 or Macintosh OS X
- Hardware: 256 MB of RAM, 1GB free hard disk space
- Microsoft Office 2007 or later recommended
- Broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred.
- Browser that works with Blackboard (for list of compatible browsers, visit:
<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>)

EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY:

Reliable, daily network access is required for success in this course. Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

CONTACTING YOUR INSTRUCTOR:

I will use your UAM email address, and you should use mine if you'd like to email me. If you email me something, I will email you back, ordinarily within 48 hours, to tell you that I have received your message. However, if you don't receive my email reply, this means that I did not receive your message. **I answer emails Monday – Friday from 8am to 4pm. Expect a reply within 48 hours.** I hold face-to-face office hours at the time and location listed above, but if you need to conference with me at a different time, please know that I am more than willing to see students by appointment, either in person or via online chat such as Skype or Google Hangout.

GRADING:

Weekly Reading Responses (10 x 25 pts)	250 pts
Short Paper 1: Composition Pedagogy	100 pts
Short Paper 2: Creative Writing Pedagogy	100 pts
Commenting on and Assessing Sample Student Writing (4 x 25 pts)	100 pts
Teaching Philosophy Statement	50 pts
Sample Teaching Materials (Syllabus, 6 Weeks of Lesson Plans, 4 Assignment Sheets, 4 Rubrics)	400 pts
TOTAL	1000 pts

Grading Scale:

A = 900-1000 pts

B = 800-899 pts
C = 700-799 pts
F = 699 pts and below

ASSIGNMENT DETAILS:

Weekly Reading Responses (10 x 25 pts = 400 pts)

Each **Monday**, I will post a mini-lecture that frames and provides context for the week's readings, and which poses several questions that will guide your responses (but do not limit yourself to the questions I ask. You should also come up with your own). Each **Tuesday** by 11:59pm CDT, you will post an initial thread responding to the readings. Each **Wednesday** by 11:59pm CDT, you will respond to each of your classmates' initial threads. Each **Thursday** by 11:59pm CDT, you will respond to each response your classmates posted to your initial thread. Also, you should post two questions about the next week's readings/issues/topics that you would like **me** to discuss in my mini-lecture. See schedule for information about each week's readings and topics.

Short Papers 1 (100 pts) and 2 (100 pts)

You will compose two papers, each 5 – 7 pages and MLA-formatted, that address particular issues or questions in writing pedagogy. One paper will tackle an issue in composition pedagogy, and one will tackle an issue in creative writing pedagogy. Your papers should be grounded in the examples of pedagogical theory that we have covered in class, but you should also feel free to bring in other research that builds on those readings, expands on them, questions them, et cetera. Your paper should also provide a detailed account of a practical takeaway that can be used in an undergraduate writing classroom. See schedule for due dates.

Commenting On and Assessing Sample Student Writing (4 x 25 pts = 100 pts)

You will practice responding to and assessing a number of different pieces of undergraduate writing, including two sets of first-year composition papers, two sets of poems, and one set of short stories (each set will include 3 to 5 drafts from different anonymous students). These pieces will be given to you as Microsoft Word documents, and you should use Word's "Review" feature to add comments to each (I will provide instructions for using Review if you are unfamiliar). You will also grade each piece of writing using a rubric I will provide to you. See schedule for due dates.

Teaching Philosophy Statement (50 pts)

You will develop a 1 – 2 page MLA-formatted statement of teaching philosophy that gives an account of your teaching approach, methods, and expertise. It will be theoretically grounded, but should clearly illustrate practical approaches, and it should answer several important questions: 1) Why do you teach? 2) What do you teach? 3) How do you teach? and 4) How do you measure your effectiveness? I will provide examples, and we will workshop rough drafts of these a week before the final drafts are due. See schedule for due dates.

Sample Teaching Materials (400 pts)

In preparation for building a teaching portfolio, you will develop several sample teaching materials for **either** a first-year composition course, or an introductory creative writing course. You will develop 1) a syllabus, 2) six weeks of lesson plans, 3) four assignment sheets, and 4) four corresponding grading rubrics. These materials should demonstrate sound pedagogical principles, rigorous but realistic student learning outcomes, effective assessment techniques, and good document design. We will workshop rough drafts of these materials a week before the final drafts are due. See schedule for due dates.

LATE WORK:

No late work will be accepted unless you have made alternate arrangements with me ahead of time. If you are having problems, email me: platt@uamont.edu. Call me: 870-460-1489.

LAST DATE TO DROP WITH W:

Check your UAM email account for notices.

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

STUDENT CONDUCT STATEMENT:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

ACADEMIC DISHONESTY:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be failure in the course.

COURSE SCHEDULE

UAM operates on a MTWTh schedule during summer session.
ENGL 5153's schedule is subject to change with plenty of notice from instructor.

Date	Topics	Readings & Assignments
Week 1 May 27 – Jun 1	Introductions; Processes	<ul style="list-style-type: none"> • Clark, Ch. 1 • Vanderslice & Ritter, Ch. 1 • Berlin, “Contemporary Composition” (PDF) • Haake, “Teaching Creative Writing if the Shoe Fits” (PDF) • Covino & Joiliffe, “What is Rhetoric?” (PDF) • Sommers, “Between the Drafts” (PDF)
Week 2 Jun 2 – 8	Processes (cont.); Invention	<ul style="list-style-type: none"> • Clark, Ch. 2 • Emig, “Writing as a Mode of Learning” (PDF) • Lauer, “Writing as Inquiry” (PDF) • Bishop, “Teaching Undergraduate Creative Writing” (PDF) • Bogen, “Beyond the Workshop” (PDF)
Week 3 Jun 9 – 15	Revision; Response & Assessment	<ul style="list-style-type: none"> • Clark, Ch. 3 & 5 • Vanderslice & Ritter, Ch. 5 • Bloom, “Why I (Used To) Hate To Give Grades” (PDF) • Sommers, “Responding to Student Writing” (PDF) • Sample drafts w/comments (PDF)
Week 4 Jun 16 – 22	Audience; Genre	<ul style="list-style-type: none"> • Clark, Ch. 4 • Vanderslice & Ritter, Ch. 4 & 6 • Miller, “Genre as Social Action” (PDF) • Ede and Lunsford, “Audience Addressed/Audience Invoked” (PDF) • Ong, “The Writer’s Audience is Always a Fiction” (PDF) • Haake, “Against Reading” (PDF) • Mayers, “Poetry, F(r)iction, Drama” (PDF) • Sample student drafts w/comments (PDF) • First set of comments and assessments (FYC) due by 11:59pm on Sunday, June 21.
Week 5 Jun 23 – 29	On the Margins: Teaching Philosophies, Writing Centers, and The Workshop Question	<ul style="list-style-type: none"> • Alexander et. al., “Teaching With Technology” (PDF) • Hobson, “Writing Center Pedagogy” (PDF) • Vanderslice, “Once More To The Workshop” (PDF) • Leahy, “Why the Workshop Works in Creative Writing” (PDF) • Sample student drafts w/comments (PDF) • Sample teaching philosophy statements (PDF) • Sample teaching portfolios (linked) • Short Paper 1 due by 11:59pm on Sunday, June 29. • Second set of comments and assessments (FYC) due by 11:59pm on Sunday, June 29.
Week 6 Jun 30 – Jul 6	Grammar; Language;	<ul style="list-style-type: none"> • Clark, Ch. 7 & 8 • Vanderslice & Ritter, Ch. 2 • CCCC Position Statement on SRTOL (linked) • Shaughnessy, “Diving In” (PDF) • Gilyard, “Basic Writing, Cost Effectiveness, and Ideology” (PDF) • Sample student drafts w/comments (PDF)

		<ul style="list-style-type: none"> • ROUGH DRAFTS of Teaching Philosophy Statement due by 11:59pm on Sunday, July 6. • Third set of comments and assessments (poems) due by 11:59pm on Sunday, July 6.
Week 7 Jul 7 – 13	Difference; Power	<ul style="list-style-type: none"> • Clark, Ch. 9 & 10 • Royster, “When the First Voice You Hear Is Not Your Own” (PDF) • Flynn, “Composing as a Woman” (PDF) • Bartholomae, “Inventing the University” (PDF) • Gilyard, “Holdin’ It Down” (PDF) • Lim, “Lore, Practice, and Social Identity in Creative Writing Pedagogy” (PDF) • Sample student drafts w/comments (PDF) • Short Paper 2 due by 11:59pm on Sunday, July 13. • FINAL DRAFTS of Teaching Philosophy Statement due by 11:50pm on Sunday, July 13.
Week 8 Jul 14 – 20	Intellectual Property; Plagiarism; Documentation	<ul style="list-style-type: none"> • Adler-Kassner et. al., “Framing Plagiarism” (linked) • Walker, “Copy-Rights and Copy-Wrong” (PDF) • Dierking, “Creative Copying” (PDF) • Goldsmith, “Uncreative Writing” (linked) • Howard, “The Citation Project” (linked) • ROUGH DRAFTS of Sample Teaching Materials due by 11:59pm on Sunday, July 20. • Fourth set of comments and assessments (fiction) due by 11:59pm on Sunday, July 13.
Week 9 Jul 21 – 27	Teaching Online; Multimodality	<ul style="list-style-type: none"> • Clark, Ch. 11 • Warnock, “Introduction” + your own selections • Selfe, “Technology and Literacy” (PDF) • Porter, “A Cyberwriter’s Tale” (PDF) • Rein, “Lost in Translation” (PDF) • Koehler, “Screening Subjects” (PDF) • Workshop: Sample Teaching Materials
Week 10 Jul 28 – 30	Wrap Up; Reflections	<ul style="list-style-type: none"> • Day et. al., “Where Are We Going Next?” (linked) • Haake, “Re-Envisioning the Workshop” (PDF) • Yancey, “Made Not Only In Words” (PDF) • FINAL DRAFTS of Sample Teaching Materials due by 11:59pm on Wednesday, July 30.