

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English**  
**English 343: Teaching and Tutoring Writing**

**I. Locator Information:**

Instructor: Sonya C. Brown, PhD  
 Office Location: Butler 388A  
 Semester Credit Hours: 3  
 Office Phone: 910 672 1861  
 Total Contact Hours for Class: 3  
 Email Address: scbrown@uncfsu.edu  
 Office Hours: 9-9:50 & 12-12:50 MWF and by appointment

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description from University Catalog:**

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook**

Required: *Preparing to Teach Writing: Research, Theory, and Practice* 3/e. Williams, James D. Lawrence Erlbaum Associates, Mahwah, NJ, 2003. ISBN

You can obtain this textbook through the university bookstore (<http://www.uncfsu.edu/bookstore/>)

**Do not use another edition;** many of our assignments come directly from the book and different editions may provide exercises and/or have different page numbers. Also, the book is now updated for changes in citation systems (MLA and APA).

**V. Student Learning Outcomes**

Students who pass this course will be able to:

Outcomes	Assessments
In light of current research in the discipline, evaluate methods of teaching composition, which may include but are not limited to current-traditional, social construction, postmodern, process and rhetoric-based methods.	Article Summary-Response Paper; Homework; Midterm; Unit Plan with Assignment Sheet, Lesson Plans and Rubric; Final Examination
Judge and implement strategies for tutoring students who are working on writing projects.	Homework; Final Examination
Design grade-level appropriate writing assignments based on currently accepted pedagogical practices and theories of composition.	Unit Plan with Assignment Sheet, Lesson Plans and Rubric; Midterm; Final Examination
Create grade-level appropriate lesson plans, and/or instructional materials to be used in classroom lessons, for writing projects.	Unit Plan with Assignment Sheet, Lesson Plans and Rubric; Final Examination

## VI. General Requirements

### A. Academic Integrity and Student Honor:

All students are expected to do their own work with no unauthorized assistance. If you have questions about what constitutes unauthorized assistance, check with the instructor before obtaining assistance. Here are the guidelines: All *ideas* or *words* you obtain through sources other than yourself, me, or writing tutors in the lab in Chick 216C, must be clearly and appropriately attributed to those sources in your papers.

Academic Integrity generally means students earn credit for each of their classes. While my assumption is always that students intend to uphold the highest standards of academic ethics, there are several ways students can violate academic integrity, including cheating, plagiarism, fabrication, and facilitation. Some of these may be unclear, so I endeavor to explain them here to avoid any potential confusion. You should be aware of the definitions and consequences of those violations so that you are certain to avoid them in all of your classes AND can explain them to your own students.

**Cheating** is taking someone else's answers, as on homework or tests.

**Facilitation** is the *giving* of answers or any other assistance given to someone else when s/he should be finding her/his own answers; those who facilitate cheating or plagiarism are as guilty of violating academic integrity as those who take the answers/assistance.

**Fabrication** is delivering false results of experiments or studies.

**Plagiarism** is the unacknowledged use of someone else's ideas and/or words. As a teacher of writing, I find it useful to distinguish between plagiarism (deliberate outright theft) and **misuse of sources**, which includes errors in citation that may amount to plagiarism but arise from lack of knowledge and/or skill. Misuse of sources includes poor skills in or attention to quotation, paraphrasing, summary and/or citation. Copying an entire document or significant portion thereof, removing the author's name, and claiming the work as your own=plagiarism; in such a case, the plagiarist knows s/he has not done the writing her- or himself.

For contrast, the following are examples of misuse of sources:

- Failing to paraphrase properly, which means taking a brief portion of someone else's work word for word rather than putting it in your own words **OR**
- Failing to provide properly formatted in-text **and** Works Cited for ALL USES OF ALL SOURCES, including direct quotation, paraphrase and summary and including all sources whether published or private communication such as email or interview **OR**
- Failing to signal when a quotation ends, thereby confusing another author's words with your own.

For an alternative professional academic definition of plagiarism and misuse of sources, please refer to the statement from the Writing Program Administrators Council online:

<http://wpacouncil.org/files/WPAplagiarism.pdf>

If you are uncertain about any issue related to citation, please contact a tutor in the writing lab **OR** ask your Smarthinking tutor **OR** post a question on the Q&A section of our Bb site **OR** ask a librarian in the Chesnutt library **OR** use the citation guide from the Online Writing Lab (OWL) at Purdue University **OR**, as a last resort after trying all of the above, contact me by phone or email to resolve your question. **Do NOT turn in work that you are not certain is appropriately cited.**

If your work is found to contain plagiarism **or** misuse of sources, you must (re)do the work and resubmit for a grade. You will be shown the patterns of errors in your work that require alteration. Until your work is resubmitted and deemed adequate, your posted grade will be a 0/F. If you do not redo the work adequately prior to the end of the semester, your grade for that project will remain a 0/F. If you do resubmit the work and the citations are found to be acceptable through revision, the graded work will receive a deduction of 15% as a penalty for the original problem with sources.

If you believe your work has inaccurately been identified as containing plagiarism or misuse of sources according to the definitions above, you can appeal to the English department interim chairperson, Professor E. Hyman, in Butler 123, phone (910) 672 1417, email emcshane@uncfsu.edu. The chair will arrange a private meeting between you, your instructor and the chair, to review your work and the evidence you present defending it. If your evidence is compelling, your work will be given a grade according to the rubric.

Finally, you should also know that you cannot “reuse” a paper you have already used to earn course credit. You have been given credit for that work; you should do new work to earn new/more credit for your courses. If you are strongly motivated to revise a paper previously submitted for another class for this course, you must first obtain in writing (email OK) permission to reuse/revise the paper from your other instructor AND from me.

## VII. Evaluation Criteria

A. Assignments and percent of final grade for each:

Homework (Cumulative)	20%
Article Summary-Response Paper	20
Midterm Examination	10
Unit Plans, Assignment Sheet, Lesson Plans, Rubric	25
Final Examination	15
Total	100%

B. Each project will be accompanied by a rubric that will explain how the project will be assessed. We will use the grading scale set out in the University catalog:

90-100      80-89 B      70-79 C      60-69 D      59 and under F

C. Grades for homework will be given as soon as possible, usually within about a week (turned in Monday returned by the following Monday). Grades for longer projects will be posted to Gradebook/My Grades in Blackboard *as they are graded*. You will be turning these assignments in through Blackboard, and I will use the “Grademark” feature to comment on your work. To view my comments, click the view/complete button in Blackboard/Assignments after your grade appears in My Grades. Because these papers must be graded by a person, and not a machine, expect to receive your grades *no sooner than* one week after submitting your work, and up to three weeks after your work was submitted, depending on the length of the assignment and your professor’s other duties. When *all* students’ work has been graded, I will send an announcement through Blackboard, which will appear when you log into our course site AND will go to your designated email account.

D. Note that when you turn your work in through Blackboard, it will also use TurnItIn to judge the “originality” of your report. In short, it will find places where your work “matches” sources found on google, in the ProQuest library databases, and within TurnItIn’s database of other student work that has been submitted before. You may choose to turn your work in at least one day early to view your own “originality report,” which can sometimes show you where you need to improve your use of research materials and citation. Do not be alarmed if TurnItIn matches insignificant pieces of text (such as your name or titles of the sources you have used. DO be alarmed if Turnitin matches 40% or more of your text, as it may indicate that you need assistance using sources prior to submitting your final paper for a grade. Remember that email is the fastest way to contact me outside of office hours, and feel free to discuss your originality report with me (or a tutor) prior to turning your work in for a grade. This is yet another reason not to procrastinate on your work this semester.

**VIII. Academic Support Resources** – Students will use Smarthinking online tutoring and/or the university writing lab for their formal written work.

The writing lab on campus features undergraduate and professional tutors who can help you with any stage of your project, from gathering ideas and doing research to proofreading and citing sources.

Smarthinking allows you to submit a description of your assignment and your current draft via Blackboard. After you submit your draft, an “e-structor” will review your work & send you detailed comments. If you have trouble using Smarthinking, contact ITS for assistance.

### **To use Smarthinking,**

- 1) Go to the Course Tools section of our Blackboard course site, scroll down to the bottom and select Smarthinking link. (You must enable pop-ups on your computer prior to using Smarthinking.)
- 2) When the pop-up appears, choose “submit your writing” and, in the drop-down menu, choose “essay center.”
- 3) Fill in all required/red sections of the form that appears. Near the bottom of the screen, Smarthinking will ask whether you want the “first available” tutor or another tutor. Choose “first available” OR “business writing” if your native language is English; choose “ESL Specialist” if your native language is not English.
- 4) Upload your writing by clicking the “upload writing” box and finding your file. Note that Smarthinking will accept all file types that I will (.doc, .docx, .rtf, and .txt).
- 5) Click “submit” button, bottom of page.
- 6) Expect to get feedback from the Smarthinking tutor in about 24 hours. To obtain the feedback, login to Blackboard/Smarthinking. When the first pop-up screen appears, scroll down to click on “inbox” and retrieve your message from the tutor.

**For information about the campus writing lab,** go to <http://www.uncfsu.edu/learningcenter/writingcenter/index.htm> (The writing lab is also one of the external links on our course Blackboard site.)

### **IX. Policy on Late Work**

- Each student may turn in one paper late, except for final examination, with no questions asked. The student may turn in the late paper up to one week late (if due on Wednesday, may submit the next Wednesday). No points will be deducted on this single late paper. No points extra points will be given to students who never turn in a late paper. To turn in this single late paper, write and attach a MEMO informing me that you acknowledge you are using this one-time opportunity to turn in your late paper. In the memo, you do not need to explain the reason your paper is late, but you should include information about when the paper was due and when you are turning it in. I will record your use of the policy for that paper; no additional late papers may be submitted without a university-approved excuse.
- A student who turns in a second paper late (if paper is received on following business day or later) without a university-approved excused absence will have 25% of the points deducted from his/her grade.
- **Papers cannot be turned in more than one week late.** A grade of 0 will be entered for all papers submitted more than a week late unless evidence of a university-approved “absence” is attached to submission of the paper.

### **X. Course Outline and Assignment Schedule**

#### **Unit I: History and Theories of Composition Pedagogy**

M	1/9	Purpose of Class; Syllabus; Rhetoric Definition & Connections to Teaching Writing HW: Read p. 1-16 in textbook (unless otherwise noted, reading will refer to the Williams textbook)
W	1/11	Rhetoric & Sophists HW: Read p. 16-28
F	1/13	Plato & Aristotle HW: Read p. 33-41
M	1/16	National Holiday—Martin Luther King, Jr. Day
W	1/18	Middle Ages to Contemporary Rhetoric & the Composition Aspects of Public School Today

HW: Read p. 42-6; Reflective writing: How did you learn how to write? What do you remember about how you were taught, and by whom? What seemed “important” to good writing to you at different stages of your education? Do you think your educational background and advice is similar to the way Williams described “current-traditional pedagogy”? Be prepared to speak for 3-5 minutes to the class on this topic.

- F 1/20 Current-Traditional Rhetoric  
HW: Read p. 46-58 (The New Rhetoric)
- M 1/23 New Rhetoric  
HW: Compare and Contrast Current-Traditional Pedagogy and New Rhetoric, using the template provided through Blackboard/Assignments
- W 1/25 Compare and Contrast C-T Pedagogy and New Rhetoric in class; read assignment sheets to determine how both theories influence contemporary practitioners (collaborative in-class work)  
HW: Read p. 58-67
- F 1/27 Romantic or Expressivist Pedagogies of Writing  
HW: Read, as assigned, from Peter Elbow
- M 1/30 Romantic or Expressivist Pedagogies of Writing, cont.  
HW: Read p. 79-86
- W 2/1 Social-Theoretic Pedagogies of Writing  
HW: Write a position statement in MLA format, 3-5 pages DS, explaining which of the pedagogies we’ve studied seem most useful to you, and why. Include in your position statement information about what you might borrow or use from the other pedagogies, as well as a thorough explanation of what you would use during class and during assessment from the pedagogies you find the most useful. Be prepared to present to the class based on this writing.
- F 2/3 Review All Theories through Presentations of Homework  
HW: Read p. 98-119.

## **UNIT II: Best Practices & The Process Model**

- M 2/6 Collaborative Activity in Class: Design a Writing Project at Grade Level using the Process Model  
HW: Read p. 131-150 (Chapter 4) on Workshops
- W 2/8 Discussion of Revision Activities; Collaborative Activity: Plan a Workshop  
HW: Readings tba related to editing
- F 2/10 Practice editing in class  
**Assignment of Article Summary-Response Paper #1**
- M 2/13 Workshop: Article Summary-Response Paper #1 Draft  
HW: Revise, Edit and Proofread Article Summary Response Paper; print to “publish”
- W 2/15 **Submit Article Summary-Response Paper #1 through Blackboard/Assignments (find the View/Complete link) by 7 pm.**  
Making Writing Meaningful; Collaborative Activity in Class: Design an Assignment for a real-world audience  
HW: Read p. 151-170 (Chapter 5 Reading and Writing)

### Unit III: Reading & Writing Connections

F 2/17 Discussion of Reading  
HW: ELA classes tend to follow the Current-Traditional Practice of linking written work to texts/literature from class. Write a reflection of how you learned to write about literature: what types of instruction were given in analyzing and writing about literature? What of that was helpful or hurtful or neutral? What did you figure out on your own and how? As a teacher or future teacher, what instruction do/will you provide to help students write about what they read?

M 2/20 In Class Experiment! Some students will be asked to write a special type of poem only with instructions; another group will be asked to write the same special type of poem with instructions plus models. At the end of the class period, the poems will be collected.

HW: Reflect on the class period in a 2 page (+ or -) MLA format essay; Which group were you in? How difficult did you find it to write the poem? What in your experience or practice BEFORE this class hour might have prepared you to do well on the assignment REGARDLESS of which group you were put in? Do you have any attitudes or predispositions towards poetry writing that might have helped or hindered you in this endeavor?

W 2/22 Discuss poems and reflections/homework  
HW: Review for Midterm (Pedagogies)

F 2/24 Review for Midterm  
HW: Review for Midterm (Best Practices, Process Model, Reading & Writing Connections)

M 2/27 Review for Midterm

W 2/29 Midterm Examination

### Unit IV: "Grammar" & TESOL Concerns

F 3/2 Vocabulary for this Unit  
HW: Read p. 171-80

M 3/5 Midterm Break

W 3/7 Midterm Break

F 3/9 Midterm Break

M 3/12 Teaching "Grammar"  
HW: Reflections: What concerns do you have after the reading for today and class discussion? How does your experience and practice relate to the reading and discussion for today? What topics are you interested in exploring further?

W 3/14 Discussion based on written homework  
Collaborative Activity: proofreading student work  
HW: Reflections: Did your collaborative activity reveal agreement or disagreement on proofreading issues? How can you determine whether one person is "correct" or not? Is it important to do so? If teachers do not agree on "grammar" principles, how can they justify teaching "grammar" principles to students?

F 3/16 Discussion based on written homework  
Apply principles of usage in Williams p. 183-90.  
HW: Read p. 215-230

- M 3/19 Discussion based on reading homework  
HW: read p. 230-247
- W 3/21 Dialects & “Black English”: discussion based on reading and student experiences  
HW: Read p. 247-56
- F 3/23 “Chicano English” & Code-Switching  
Collaborative Activity: develop an activity for students that helps them acknowledge difference and/or develop SFWE language skills using their “home” language.  
HW: Read and respond to student work provided through Blackboard/Course Documents

#### **Unit V: Responding to and Assessing Student Writing**

- M 3/26 Principles for Responding to Student Writing  
HW; Read and respond to student work provided through Blackboard/Course Documents
- W 3/28 Discussion of Responses to Student Work  
HW: Read p. 297-307
- F 3/30 Assessment Vocabulary  
HW: Read p. 308-328
- M 4/2 Rubrics  
HW: Use sample rubrics to assess student papers provided through Blackboard/Course Documents
- W 4/4 “Norming” in class  
HW: Reflect on the degree of similarity and difference in our class discussion today. Include in your reflections your experiences as a student (and teacher, if applicable) of writing: how much do teachers agree on what makes writing good? How does that affect the ease and confidence of student writers? What do you think is a good strategy for addressing potential difference in grading standards with students, if at all?
- F 4/6 Spring Holiday—No Classes
- M 4/9 Discussion of Homework  
HW: Read documents provided through Blackboard on Effective Assignments; also find the course of study for a grade you might someday teach to discover what forms of writing are included in NC for that grade level.

#### **Unit VI: Developing Writing Assignments (Including Unit Plans, Lesson Plans and Rubrics)**

- W 4/11 Discussion of Homework & review of sample assignments  
HW: Review assignment sheets provided online: which pedagogical influences do you perceive? How “good” an assignment do you think this is—include your criteria for judging whether the assignment sheet is good?
- F 4/13 Discussion of sample assignments  
**Assignment of Unit Plans w/ Assignment Sheet, Lesson Plans and Rubric**  
HW: Develop an idea for a writing project for any grade between 6-12 using DPI for NC; bring copies of your outline/notes to class for workshop
- M 4/16 Workshop notes/outlines  
Writing & Research  
HW: Continue to develop your writing project materials
- W 4/18 Writing & Research, cont.

HW: Finish complete first draft of Unit Plans; proofread thoroughly.

- F 4/20 Writing & Research, cont.  
Workshop Complete Draft of Unit Plan and other materials  
HW: Revise, edit, proofread and submit Unit Plans by 7 pm on Monday 4/23 to Blackboard/Assignments using the View/Complete link.
- M 4/23 Submit Unit Plans and other materials as a single document to Blackboard/Assignments using the View/Complete link.
- W 4/25 Exam review
- F 4/27 Exam Review
- F 5/4 Final Examination in our Classroom from 10-11:50 a.m.