

Fayetteville State University
Arts and Sciences
Department of English and Foreign Languages
ENGL 343 -- 01: Teaching and Tutoring of Writing
Fall 2009

I. Locator Information:

Instructor: Dr. Judy Fowler

Course # and Name: ENGL 343: Teaching and Tutoring of Writing

Office Location: BU 131

Semester Credit Hours: 3

Office hours:

M 11:50 – 12:50; 2:50 – 3:50

T 3:45 – 5:45

W 10:45 – 12:45

F 12 noon – 12:50; 3:00 – 3:50

Day and Time Class Meets: MWF 4:00 – 4:50 (in BU 361) Office Phone: 910-672-1903

Total Contact Hours for Class: 45

Email address: jfowler@uncfsu.edu

The following statement should appear on the first page of each course syllabus:

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: A study of composition as a discipline and current issues in the field of teaching and tutoring of writing in secondary-school English classes. This course emphasizes the teaching of strategies for high-school composition.

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 to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

Williams, James D. Preparing To Teach Writing: Research, Theory, and Practice. Mahwah, NJ: Lawrence Erlbaum Associates, 2003

V. Student Learning Outcomes

Upon completion of this course, students will be able to

- Design assignment sheets and lesson plans for writing activities that are founded on contemporary composition pedagogy, including the process model.

- Provide effective, clear feedback on student writing, including the development and application of rubrics or other assessment tools.
- Tutor students from diverse backgrounds to help them improve their writing skills
- Enter the discourse community of English teachers.
- Given a student essay, explain in writing how he/she would tutor that student.
- Create an assignment sheet, a list of standards for grading, a peer review activity, one or more prewriting activities, a writer checklist, and a reflection sheet.
- Summarize readings relevant to high-school teaching of writing, post these summaries on Bb Discussion Board, and respond professionally on Bb to a specified number of summaries.
- Create an essay with the same persuasive aim for different audiences of the same thesis by using different techniques.
- Garner an average of at least a C on reading quizzes, nearly always unannounced.

VI. Course Requirements and Evaluation Criteria - This section should indicate how the student's final grade for the course will be calculated. It must include each of the following:

VII.

- a. Grading Scale – The class grading scale is consistent with the university catalog: 90–100 A, 80-89, 70-79 C, 60-69 D, below 60 G
- b. Attendance is part of the class participation grade. Four absences allowed.
- c. Class lateness is also factored into the participation grade.
- d. Value of Each Assignment or Requirement:
 - 15% Attendance and Participation, Including Punctuality of Assignments
 - 10% Five Article Summaries as Assigned, Posted on Blackboard
 - 5% Five thoughtful Responses to Five Separate Summaries of Classmates
 - 15% Literature Review Using Your Own Five Summaries
 - 20% Rogerian and Classical Essays
 - 15% Unit Plan
 - 10% Reading Quizzes – unannounced; on reading assigned as homework.
 - 10% Exam Day Activity
- e. Policy on Missed or Late Assignments
 - Final Copies of Major Writing Assignments (the essays) – three-day grace period for final copies
 - First Copies MUST BE ON TIME (Rem that it's okay to hand in a weak first copy – the point of having someone else look at it is to enable you to improve it.)
- f. Identify any other class policies, rules, regulations that affect a student's grade should be included here: after FOUR absences, class participation grade will be lowered one point per absence.
- g. Doctor's notes and University-approved and documented absences mean that these absences do not carry penalties. See instructor about individual problems.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Academic Support Resources – Writing Center and/or Criterion recommended.

IX. Course Outline and Assignment Schedule: To be distributed separately

X. Teaching Strategies: group work, prewriting, writing, revision, peer review, whole-class discussion, Blackboard discussion, and

XI. Bibliography to be distributed separately next week.