

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

I. Locator Information:

Instructor: Sonya C. Brown, PhD
Office Location: Butler 388A
Semester Credit Hours: 3
Office Phone: 910 672 1861
Cell Phone: (910) 916 5516
Total Contact Hours for Class: 3
Email Address: scbrown@uncfsu.edu
Office Hours: T & Th 12:30-1:50; T 3:45-5:45; Th 3:45-5:15

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

Online Course

This course uses Blackboard as our primary means of interaction. Instead of meeting in a classroom, we will use Blackboard tools, such as the Discussion Board, to communicate with each other, share research, submit materials for assessment, and take examinations. Students are expected to read and respond not only to the textbook and posts by the instructor, but also to learn collaboratively and help each other to ask and answer useful questions. These group forums are the written equivalent of a class discussion. I will monitor discussions and provide feedback. *At all times, please use language that is appropriate to a college classroom and respectful of the dignity of all other class participants, recognizing that our class population represents people of diverse backgrounds and values.*

To engage successfully in an online course, you need technological skills to maneuver Blackboard and email submission of assignments, and you also need the minimum equipment listed below. You will be expected to work independently and in groups to learn and apply the course materials.

Required Technology

High speed internet access
MS software 1997 or more recent (Word, Powerpoint, etc.)
Adobe Acrobat Reader

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 (1st Floor); 910-672-1203.

IV. Textbook

Required: *Preparing to Teach Writing: Research, Theory, and Practice 3/e*, James D. Williams, 2003.

You can obtain this textbook through the university bookstore (<http://www.uncfsu.edu/bookstore/>) or online through another seller, such as amazon.com, textbook.com. You might also rent the book through the university bookstore or through college Book Renter online <http://www.collegebookrenter.com/results.cfm/token/preparing%20to%20teach%20writing>

Check shipping rates to make sure you have the textbook in time for the first reading assignments!

Important Note: *Do not purchase an earlier edition.*

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.	Discussion Board Entries; Article Summary- Response Papers (3); Midterm Examination; Final Examination.
Judge and implement strategies for tutoring students who are working on writing projects.	Discussion Board Entries; Evaluation of a Composition Website; Final Examination
Design grade-level appropriate writing assignments based on currently accepted pedagogical practices and theories of composition.	Assignment Sheet, Unit Plan & Rubric Project; Midterm; Final Examination
Create grade-level appropriate lesson plans, and/or instructional materials to be used in classroom lessons, for writing projects.	Assignment Sheet, Lesson Plan & Rubric Project; Evaluation of a Composition Website; Midterm Examination; Final Examination

VI. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

VII. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Templates; Midterm; Final; Discussion Board; paraphrasing activity
X	2. Teachers know how to teach students.	Sample assignment sheets; discussion; commenting on sample papers ; evaluation of composition website
X	3. Teachers are successful in teaching a diverse population of students.	Discussion Board Entries; Final Examination
	4. Teachers are leaders.	
X	5. Teachers are reflective about their practice	Discussion Board Entries; use of Smarthinking; Midterm examination; Final Examination
	6. Teachers respect and care about students.	

VIII. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Discussion Board; Article Summary-Response Papers; Midterm; Final; Sample Lesson Plans; evaluation of composition website
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Discussion Board; Article Summary-Response Papers; Final Examination
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members	Assignment Sheet, Unit Plans & Rubric Project

	and agencies that enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Discussion Board; Final Examination
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Discussion Board; Article Summary-Response Papers; Evaluation of a Website

IX. Technology This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
	Productivity tool (Power Point)
	Presentation software
X	Internet
	Web page construction
X	e-mail
X	On-line applications
X	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
	Music Stereo and CD

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	

X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Unit Plans project; Article Summary-Response Paper #3; Evaluation of composition website
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Unit Plans project; Article Summary-Response Paper #3; Evaluation of composition website
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Unit Plans project; Article Summary-Response Paper #3; Evaluation of composition website
X	5. Teachers use technology to enhance their productivity and professional practice.	Discussion board; research strategies; article summary-response papers; evaluation of composition website
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Discussion board; article summary-response papers; evaluation of composition website

X. Dispositions

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believes all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior

X	Interacts appropriately and positively with others		
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XI. 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. Your classmates' ideas, including their Discussion Board posts and email, should be considered sources, which you CAN ethically use as long as you cite those classmates properly.

Academic Integrity generally means students ethically 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 or put *a brief portion of* (no more than 20% of a total document) another author's ideas "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>

You are expected to know how to document/cite sources according to the MLA style manual **prior to** taking this course. 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 believe your work has inaccurately been identified as containing plagiarism or misuse of sources according to the definitions above, you can appeal to the EFL department chair (910) 672 1417. The chair will arrange a private meeting between you, the 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.

B. Students with Disabilities:

If you have a diagnosed physical or learning disability that may affect your work in this course, please send copies of your documentation to me by email (.doc, .docx, .pdf, .rtf, .txt files preferred) at the beginning of the semester, and we can discuss the accommodations you may require.

C. Policy on Late Work:

- i. In this online course, we are asynchronous, which means we are doing activities at different times from one another. I have had in the past students who were outside of EST time zone. **All times listed on the syllabus are EST.**
- ii. If you are ill or otherwise unable to complete required work on time for reasons accepted as excused in the university handbook, please let me know by phone or email as soon as you can.
- iii. I provide a no-penalty, no-excuses, seven-day grace period for submission of ONE late assignment. If an excused absence prevents you from turning in your work on time (such as serious illness, a death in the family, etc.), please provide documentation. This will NOT count as your no-penalty late assignment; you will still have the opportunity to turn in any project late without penalty except the last assignment. You will not receive any bonus points for always turning in your work on time or not using the grace period for an assignment. This policy does NOT apply to midterm or final examinations.
- iv. After a student has used his/her “free” late paper, as described in item iii above, work will not be accepted late except when accompanied by documentation of a university-approved reason for “absence.”** For example, Discussion Board posts completed after a unit is finished will not be included in a student’s Discussion Board grade, primarily because the purpose of the Discussion Board is to share ideas, and late posts are very unlikely to be read by any other students.

XII. Evaluation Criteria

A. Assignments and percent of final grade for each:

Discussion Board (cumulative)

15

Article Summaries & Responses (3@15% each)	45
Sample Assignment Sheet, Unit Plans, Rubric	20
Evaluation of a Composition-Related Website	10
Midterm Examination	5
<u>Final Examination</u>	<u>5</u>
Total	100

B. Each project (other than examinations) will be accompanied by a rubric that will explain how the project will be assessed. You will find project descriptions, with how-to information, under the Assignments link on Bb. We will use the grading scale set out in the University catalog:

92-100 83-91 B 73-82 C 72-64 D 63 and under F

XIII. Academic Support Resources – Students are encouraged to use Smarthinking online tutoring and/or the university writing lab for their formal written work, such as article summary-response papers and website reviews.

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 give you constructive feedback on your current draft. Not only is it likely that such a review will give you useful feedback to improve your written work, following the process model of writing we will study this semester, but it is also a valuable opportunity to see how the guidelines we will study for tutoring in writing this semester are used by a real company.

Use of the writing lab and/or Smarthinking is therefore of triple benefit: follow the process model, observe tutoring in practice, and improve your written work.

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” 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.)

XIV. Course Outline and Assignment Schedule

Please note that for each unit below, there is a usually a description of the purpose of the units, followed by a checklist for you to complete. In some cases, an assignment will have a hard and fast due date. For example, each of the three Article Summary-Response papers is due by a particular date and time. However, many of the items on the checklist are simply to be completed while the unit is ongoing. Discussion Board entries, for example, that are posted after the unit is over, are LATE, and unless a university-approved excuse is provided, will not count towards the Discussion Board portion of the student's grade.

Unit One: Introduction to Technology and Resources Th 8/18-M 8/22

Checklist for Unit One

___ Introduce yourself through the discussion board on Blackboard and explore our course site. In your introduction, please indicate whether you have already completed ENGL 341 Advanced Composition or its equivalent, OR if you are taking that course in FA11.

___ Make sure you have the minimum technology listed above under section II.

___ If you have any questions about technology or how to use the site, post them to Blackboard under the Discussion Board link labeled "Q&A."

___ Check to see if you can answer any classmates' questions posted on the Q&A forum!!!

___ Study the syllabus carefully. Make sure you understand the policies, especially those related to Academic Integrity and Learning Resources. Post any questions to the Q&A discussion board.

Note: I will login over the weekend, and make final responses to this set of discussion board questions on Tuesday, 8/23. Please plan to check back there to view responses by Tuesday evening or Wednesday.

Unit Two: Learning to Write, Teaching Writing T 8/23-M 9/12

For this unit, we'll think about what was challenging and valuable as we learned how to write, the better to consider our course topic from the learner's perspective. We will then read ample sections of the textbook to review the history of teaching writing in the United States, and begin to understand and evaluate the theories that underlie the teaching of composition in the last 25 years or so, an important part of our learning goals for the course.

By the end of this unit, you should understand the ideology and perhaps some strategies suggested by each theory, be able to explain the important differences between them, and be able to explain why you as a (future) instructor value some more than others. The template provided under assignments should help you organize and contrast the theories; the Discussion Board posts should help you evaluate the theories; the article summary-response paper we'll complete at the end of the unit will bring you more up-to-date on composition praxis than the textbook.

Checklist for Unit Two:

___ Read from the Williams textbook p. 42-67. Respond to the "journal entry" prompt on p. 67 of Williams for the Discussion Board. Make sure your "journal entry" post is developed with examples and explanation.

___ Read Williams p. 67-93.

___ Complete the graphic organizer called "Writing Pedagogy Theories," available through Blackboard/Course Documents. Do this to the best of your ability using the reading from the textbook. Post questions about the theories on the Q&A section of the discussion board so that you can finish filling in the template/chart. I will answer questions during my office hours.

___ **Article Summary-Response Assignment #1 due Monday 9/12 by 11:59 p.m.**

Our textbook was published in 2003, and a great deal has been written about teaching writing since then. This assignment requires you to find, cite, summarize in your own words, and briefly respond to an article on new strategies for teaching composition, published between 2003 and 2011. Use the assignment sheet available under the Assignments Link, which includes specific guidelines, and a step-by-step process to help you complete this project.

Unit III: Exploring the Process Model in Depth T 9/13-F 9/23

This unit explores how teachers can apply the Process Model of Writing to the design of specific assignments and classroom activities. Designing course materials is an important learning goal for this course. Nearly all public school systems and universities teach using this model at present, so if you teach writing, you will surely be asked to design or adapt a lesson to this model, regardless of whether the program you teach in is otherwise current-traditional, rhetoric-based, etc. You will also need to be able to provide feedback to students at various phases during their process, including assessing students' final projects. Therefore, we will focus our energy on first examining others' assignment sheets and lesson plans, then you will design a grade-appropriate assignment with lesson plans on this model and a rubric for assessing the assignment based on current SACS recommendations regarding good practice.

Checklist for Unit III:

___ Read from the Williams textbook, p. 98-119. Post a response to the "journal entry" prompt on p. 119 (in Williams) on the discussion board.

___ Read handout available through Course Documents on "Responding to Student Writing."

___ Read the sample assignment sheets provided under Course Documents; these documents were written by me but modeled on assignment sheets I have looked at while working with teachers of middle and high school in Cumberland County. Post a discussion board entry in which you discuss the strengths and weaknesses of the assignment sheets (what is both useful and/or not useful about the assignment sheets posted?). Read others' posts before responding, if they are available, and consider posting your reactions to their posts instead of starting from scratch.

___ Read the sample rubrics available through Course Documents. Post a discussion board entry that provides your assessment of the rubrics: which do you think would be most useful to students learning how to write well? Which do you think would be most efficient and easiest to apply on the part of teachers? Is there one sample that meets the needs of learners and assessors well? Why or why not?

___ Read the sample "student" papers provided under Course Documents. Post a discussion board entry in which you comments on the three papers. What are 1-2 strengths of the student paper? What 1-3 areas or skills would you recommend the student work on in a revision? Why? How? Read your

classmates' responses as well; consider posting in response to someone else rather than starting a new thread. Indicate what similar items you responded to in the papers and whether your classmate's idea helped you reconsider the papers' merits.

Unit IV: Teaching Researched Writing in the "Information Age" 9/26-10/5

In this unit, we'll focus teaching the special knowledge and skill required for researched writing in the 21st century. We will address not only how to acquire and develop those skills and knowledge for yourself, but also how to consider how to teach those skills. The Discussion Board is especially important to this unit, as it is a forum for our discussion of the hows and whys of teaching research, including ethical considerations related to plagiarism and assessment of student work. The DB is also a place where you can evaluate resources that you might someday assign to your own students. We'll also do a second Article Summary-Response paper that will allow you to see some of the current challenges of teaching research and consider how you would approach the same challenges.

Checklist for Unit IV:

___ Reply to the Discussion Board topic on Doing Research: Challenges and Ruts. Also reply to at least one class member's post, preferably 2-4. This should be a fruitful discussion!

___ Read, through External Links, the WPA definition of plagiarism, and the OWL guide to research (our link goes to OWL's page for grades 7-12). Reply *briefly* to the Discussion Board Q&A forum to say what you learned from the reading, especially anything that surprised you.

___ Read Williams p. 151-70. Post questions or comments about reading to Q&A section of Discussion Board.

Article Summary-Response II

The second article summary-response paper should pertain to this unit on teaching researched writing. Find an article in one of the journals that was acceptable for the first summary-response paper (revisit the assignment sheet for that project). This time, however, make sure your article addresses some aspect of teaching researched writing, such as teaching research skills (finding, evaluating, citing sources), or helping students avoid plagiarism through appropriate quotation/paraphrase, or identifying plagiarism in student work, or appropriate strategies for handling plagiarism when it occurs. Otherwise, follow the same procedure described in the assignment sheet to complete a summary-response paper on your article with a citation in MLA format at the top.

I strongly recommend that you finish a draft of your paper in time to submit to Smarthinking or to take the paper to the campus writing lab. Either strategy will give you not only feedback on your draft that could improve your ideas and writing strategies, but will also give you some insight into the role of the tutor, which is an upcoming subject for our course discussion.

DUE Wednesday 10/5 by 11:59 p.m. in Blackboard/Assignments.

Midterm Review and Midterm 10/6-10/12

This week, we'll review for and take the midterm exam! Read the potential midterm questions and consider how you would answer them. Post questions on the Q&A Discussion Board, and answer your peers. I will also respond to the Q&A portion. This will constitute our midterm review, which ends at 9pm on 10/11.

Your midterm will be delivered electronically. The midterm will be available beginning at 9 p.m. on 10/11 until 9 p.m. on 10/12. **9 p.m. on 10/12 is the latest possible start time.** You will have 75 minutes to complete the exam. You may use any materials you like to help you complete the exam, but I strongly recommend that you study so that you do not run out of time (shuffling through notes, textbook pages, and articles can eat up valuable writing time for unprepared exam takers).

Fall Break 10/15-10/18

Unit V: Grammar and Mechanics in the Composition Classroom 10/19-11/2

In this unit, we examine how the language(s) we (and our students) speak and read affect the way the write and the ways they learn to write. This unit addresses teaching and evaluating writing, considering the diversity of “Englishes” you can expect students in the Southeastern United States and elsewhere to use in your classroom. This unit may complicate your initial evaluation of the current-traditional teaching of writing, regardless of what that evaluation was. This unit relies on the DB and also requires you to consider how you might solve typical problems in your future classroom related to the language acquisition. You will also be asked to consider how an online resource addresses diverse students’ needs in the final project.

Checklist for Unit V

___ Read Connors’ “Mechanical Correctness...”. I will post an announcement telling you where/how to find this article.

___ Post Discussion Board entries/responses to Connors’ article.

___ Read Wheeler’s “Code-Switch to Standard English” (**Wheeler**, Rebecca S. English Journal, May2005, Vol. 94 Issue 5, p108-112). Any FSU student can use the Chesnut Library to retrieve a full-text copy of this article by:

- 1) Go to library homepage
- 2) Choose Database Finder
- 3) Choose “A” for Academic Search Premier database
- 4) Search the database by entering **Wheeler** and **code switch** as search terms.
- 5) Click on link to full text.

___ Post a Discussion Board entry/response to Wheeler’s article.

Unit VI: Teaching Writing in a Digital Age 11/3-11/16

In this unit, we will focus on writing pedagogy research about using new developments in technology to teach rhetoric or composition—this will be the third and final article summary-response paper; and we also will do a project evaluating some online sites. Both projects must be completed in Blackboard/Assignments, but ALSO posted to the Discussion Board area as a file so that your research is shared with your peers, creating a diverse set of student-generated readings for this unit. Each student should visit at least 4 peers’ projects (choose different people to respond to for the article summary-response paper and the evaluations of websites).

Checklist for Unit VI:

___ **Article Summary-Response Paper #3 DUE 11/9**

This time around, make sure you find an article that considers writing pedagogy and some sort of electronic tool, whether it be on teaching students to use Powerpoint, using social media sites (like facebook or twitter or wikis or blogs) to teach writing, or teaching students about sources like google books for use in research papers. ANY topic that pertains to teaching using new media or with technology is welcome.

___Evaluating a Writing Website Project DUE 11/15

This project requires you to use what you have learned so far this semester to evaluate tools you might recommend to your future students and/or use in other ways. It is therefore a good assignment to help you be a critical and reflective teacher using technology, and also a good review for the exam (because you will need to consider how/when/why you might advise students to use the site, based on best practices and teaching methods). Search the internet to find guides to writing that are aimed at an appropriate grade (9-12 or get approval for another grade level).

Find a website that you think is interesting to review—if you are having trouble finding a relevant website *published by an educator or educational company*, contact a librarian or me for assistance.

Write a review of the website using the questions provided under Assignments.

Use the rubric to make sure your own writing is of high quality.

___ Respond to at least 4 peers' projects, including at least two summary-response papers AND at least two evaluations. Please choose different peers', so that you respond to at least four different people, rather than responding to both of one peer's projects.

Unit VII: Assignment Sheet, Unit Plan, & Rubric Project DUE 11/30

The project for this unit requires you to put everything you've learned this semester together. An extensive assignment sheet will be available online under the Assignments link. Draft and review complete documents for a writing project, including an assignment sheet, unit plan, and rubric, at an appropriate grade level (6-12 preferred, contact me by email with questions about other grade levels). Submit as a single file (not four separate files) by due date through Blackboard, as directed.

Final Review and Examination

By 12/1: Read the potential final exam questions and consider how you would answer them. Post questions on the Q&A Discussion Board, and answer your peers as often as you can between 11/30 and 12/2. I will also respond to the Q&A portion on or before 12/2. This will constitute our final exam review.

Your final exam will be delivered electronically. Take the exam during a 120-minute block of time of your choice between 7 a.m. 12/5 and 9 p.m. 12/7. You may use any materials you like to help you complete the exam, but I strongly recommend that you study so that you do not run out of time (shuffling through notes and textbook pages and articles can eat up valuable writing time for unprepared exam takers).

XV: Online Learning Frequently Asked Questions (FAQ)

This list of FAQ has been adapted from the one provided by Ms. Carole Weatherford, with gratitude for her permission.

Online Learning: Frequently Asked Questions

When and where does the class meet?

This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a *highly motivated self-learner*. You will be expected to be able to work independently, to collaborate online, and to pace yourself to meet deadlines.

How can I communicate with classmates?

Throughout the course, the discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard's email tool (under the Communications menu).

One of the Discussion Board forums is called "Q&A." Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access
- Complete MS Office software
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet)

<http://get.adobe.com/reader/>

The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). <http://www.uncf.edu/itts/networking/downloads.htm>

When does the course begin and end?

This class follows the academic calendar for semester-long courses.

When are mid-term and final exams scheduled?

I will work with you to schedule your test time during the appropriate weeks. You will be asked to provide a 75- minute window of time for the midterm, during which you plan to be able to login to Bb and take the complete test. Similarly, you will have 120 minutes to take the final exam at the end of the semester.

If a true emergency or computer failure prevents you from completing the test during the time it is released to you, you will have to reschedule a make-up test with me through email. That test will subsequently be given through Bb online during the agreed-upon time. Consult your student handbook to determine how the university defines an excused absence (illness/under care of doctor; death in the family; court appearance, etc.).

How do I succeed in this course?

To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. Although, this course is largely self-paced, you must meet the deadlines listed in the syllabus and you must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?

Follow these instructions from on the ITTS web site.

<http://accts.uncf.edu/footprints/solution.cfm?id=2796&projectID=100>

How do I request Tech Support from ITTS?

Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.

You may also get help via email (help@uncfsu.edu) or through the web site below.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100>

Where do I submit assignments?

In some cases, your work will be posted to the Blackboard Discussion Board to be shared with others. We will use the Discussion Board heavily as we orient ourselves to the course and our subject matter, then students will begin more independent projects, during which you will most often either be emailing your work directly to me OR using the View/Complete link on Blackboard's Assignments page to submit assignments.

Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software's spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to complete all required tasks or parts of the assignment.

Keep in mind that this course is about learning to teach writing; your work should show that you have and continue to develop strong writing skills and techniques. Students who consistently demonstrate weak skills or techniques may be asked to complete supplementary exercises to improve those skills.

2. You will submit your work as an attachment. If you use a word processor other than MS Word and MS Works, please save as in rich text format (rtf), an option in the pull-down menu in the "save" or "save as" window.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/en-us/word/HP011881161033.aspx>

May I submit my work in the Digital Dropbox, on the Discussion Board, or via email?

No. It is confusing for the instructor to have to check multiple locations for student work. Please submit your work through the appropriate channel listed on the syllabus. If you have difficulty so doing, contact the help desk.

If I experience ongoing technical difficulties, such as a computer crash or loss of internet access, how can I submit work?

You should keep a printed copy of the syllabus at all times so that in the case of sustained technical problems you can continue to do your work and contact me by phone. It may become necessary for you to mail me your work. If so, please send to:

Sonya C. Brown

Department of English

Fayetteville State University

1200 Murchison Road

Fayetteville, NC 28301

May I submit late work?

I provide a no-penalty, no-excuses, seven-day grace period for submission of ONE late assignment. If an excused absence prevents you from turning in your work on time (such as serious illness, a death in the family, etc.), please provide documentation. This will NOT count as your no-penalty late assignment; you will still have the opportunity to turn in any project late without penalty except the last assignment. You will not receive any bonus points for turning in your work on time or not using the grace period for an assignment.