

English 730 | Teaching Writing

Indiana University of Pennsylvania, Spring 2017

Course Info: English 730, Section 001, #22715

Class Meeting Time & Location: W 2:30-5 in HSS 210

Professor: Dr. Matt Vetter

Office Location: HSS 50600

Office Hours: Monday, Wednesday, 1-2:30pm; Tuesday, 1-3pm

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Course Introduction

English 730 serves as an M.A. level introduction to teaching college writing. In this course we will work towards two central goals. First, we will increase our knowledge and understanding of current concepts, theories, and issues in writing studies – especially those that are immediately applicable to the teaching of general-education, college composition. Second, we will apply this new knowledge to the practical work of curriculum development and other teaching practices – syllabus design, lesson planning, assignment development and assessment work. These two central goals, disciplinary knowledge and practical experience, will guide all of the work we do. But they will also allow us to explore multiple approaches to the teaching of college writing, and to think about how teachers adapt and evolve their pedagogies to account for cultural, educational, and technological shifts. Finally, we will pay special attention to the ways in which new digital technologies have opened up opportunities for the teaching of writing. Welcome to English 730. I look forward to reading your work and listening to your ideas in our discussions.

IUP Course Catalogue Description

ENG 730 studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.

Course Goals

At the conclusion of the course, the student should be able to:

- Identify, understand, and apply theories, current research, and best practices of composition instruction to general education writing courses
- Practice syllabus design, lesson planning, course development, and assessment in preparation for teaching college writing
- Understand, teach, and support student writing processes
- Develop strategies for supporting students with different needs, including second language learners, basic writers, LGBTQ students, and students with disabilities
- Discuss facilitation of revision through commenting, conversation, and peer review
- Begin to develop a teacher identity and articulate your own teaching aspirations
- Increase awareness and understanding of how advances in digital technology open up opportunities and challenges for the teaching of writing
- Become familiar with multimodal theory and practices, and issues of visual design applicable to college writing

Required Course Texts

Adler-Kassner, Linda and Elizabeth Wardle. *Naming What We Know: Threshold Concepts in Writing Studies*. U P of Colorado, 2015.

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass, 2011.

Tate, Gary, Taggart, Amy Rupipert, Schick, Kurt and H. Brooke Hessler. *A Guide to Composition Pedagogies*. Oxford U P, 2014.

Additional materials will be made available on D2L.

Supporting Course Texts (available in Vetter's office)

White, Edward M. and Cassie A. Wright. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. Bedford/St. Martin's, 2016.

Glenn, Cheryl and Melissa A. Goldthwaite. *The St. Martin's Guide to Teaching Writing*. Bedford/St. Martin's, 2016.

Johnson, T.R. *Teaching Composition: Background Readings*. Bedford/St. Martin's, 2008.

Lockhart, Tara and Mark Roberge. *Informed Choices: A Guide for Teachers of College Writing*. Bedford/St. Martin's, 2015.

Assorted college writing textbooks available in Dr. Vetter and Dr. Driscoll's offices

Course Materials

A 1 subject notebook for taking notes during class sessions

Tri-fold poster for Teaching Fair (available at Wal-Mart or Staples)

Recommended: Laptop or tablet to access your own and others' blogs during class

Course Work

Teacher Resource Blog: You will use website builder Wordpress.com to create teacher resource blogs. Each week, you'll be responsible for a new post in which you 1) reflect on and respond to our course readings, 2) chart your ongoing growth as a teacher-scholar, and 3) raise interesting questions about issues and ideas you encounter. You will also read and comment on your peer's posts. Everyone will have the option to make their blog private, but I want you to think of these as public-facing documents that could speak to an audience of your peers as well as other writing teachers. Use an engaging and creative writing style, in other words, and come up with a catchy title for your blog (e.g. "Reading Notes from a New Teacher" or "Resources for Writing Teachers") and for each individual post. Avoid references to the class which would limit the audience. As a culminating project in the course, we will transform your Wordpress blogs into teaching portfolio websites. These websites will include your blog posts, but will also house other major course projects.

Pedagogical Approach Presentation: You will prepare and give a short, 15-20 minute class presentation on a particular composition pedagogy. Your presentation should draw heavily from our readings in Tate et al.'s *A Guide to Composition Pedagogies*, and will review and engage with one of their chapters on the following pedagogies: basic writing, collaborative writing, community-engaged, critical, cultural studies, expressive, feminist, genre, literature and composition, new media, online and hybrid, process, researched writing, rhetoric and

argumentation, second language writing, writing in the disciplines and across the curriculum, and writing center pedagogy. The presentation should review the major features of your chosen pedagogy, engage the class in a characteristic activity of that pedagogy, and finish by leading a discussion on the approaches' theoretical and/or practical significance.

Major Course Assignment (Engaging a Digital Text): Design a major course assignment that asks students to engage in either the composition or analysis of a digital or multimodal text. For example, in my first-year writing class last semester, students performed a rhetorical analysis of digital, persuasive memes. In my advanced composition course, students wrote a feature article using the online publishing platform *Medium*, and adding images or videos to complement their writing. Your assignment sheet should include an overview of the assignment, project processes, stated goals or learning outcomes, a timeline, assessment criteria, and any resources for working on the project. Because this assignment should involve either the composition or analysis of a digital text, you should also be as clear as possible about the particular software, web application, or other digital media students will be working with.

Course Design: Create a detailed syllabus for a general-education writing course within a specific institutional context, either IUP's *Liberal Studies English* program or some other university or college you have a past or future connection to – for instance, somewhere you would like to teach or continue your studies. Your syllabus should include: the institution's course catalog description, a course overview, all required course texts, specific learning objectives, brief descriptions of all major and minor course assignments, relevant course policies, and a weekly schedule with readings, assignments, and activities for each class session (15 weeks, 2 or 3 sessions per week). To accompany your syllabus, you will write a 2-3 pg. rationale essay that discusses how your course design is informed by course readings and that links the particular choices you made for readings and course assignments to student learning outcomes.

Digital Teaching Portfolio: Towards the end of the course, you will transform your teacher resource blog into a teaching portfolio website, in which the blog becomes one of multiple features. We will work on creating a website menu structure together in class that will eventually include:

- a “Welcome” or “About” page in which you introduce yourself and discuss core values and aspirations related to your teaching persona, and forecast the main contents of the portfolio.
- a “Blog” page with a creative and engaging title both for the main page and individual posts.
- a “Sample Assignment” page that introduces and showcases your Major Course Assignment. In your introduction, you should discuss the importance of asking students to work with digital texts, as well as what you we're hoping to accomplish with this assignment from a teacher's perspective.
- A “Sample Course Design” page that showcases your syllabus, and includes a shortened version of your rationale essay as a form of introduction.

Poster Presentation of Teaching Approach: For a culminating activity, you will draw from previous course work to create a poster on a major course assignment, pedagogical approach, or course design. You will present your poster at a teaching fair which we will organize with the

other graduate teaching writing course (English 830). Use a tri-fold poster (available at office supply or Wal-Mart stores) for this project, and be sure to include visuals and interactive elements as well as the following: title of the project, your name, a descriptions of the learning goals for the approach or assignment, and a list of references or related sources. Please make sure your poster is accessible and readable from a distance (use high contrast colors and fonts, and a larger typeface). Poster presentations are common at larger conferences, so this is a great opportunity for you to gain experience presenting your work, as well as to learn from other emerging teacher-scholars. In conjunction with English 830 and Dr. Dana Driscoll, we will also be inviting other members of the English department to this event – so please keep that audience in mind as you prepare for this Teaching Fair.

Course Work - Grade Distribution

Teacher Resource Blogs – 10%

Pedagogical Approach Presentation – 15%

Major Course Assignment – 20%

Course Design – 25%

Digital Portfolio – 20%

Poster Presentation – 10%

Course Policies

Atmosphere: I ask that everyone in our class practice civility, kindness, and collegiality. Let's build a community that values constructive critique and mutual support of each other's work, educational and cultural background, and individuality.

Participation: I expect a high level of participation in a graduate-level course. You should come prepared to every class session, having completed all assigned readings and writing assignments due for that session. Weekly blog posts should be completed before every session. You should be ready to contribute through active listening and discussion.

Attendance: Attendance and punctuality are required in this course. I strongly recommend that you attend every session, but you may miss one class with no grade reduction. Health related issues or other documented excused will be handled on a case-by-case basis. Absences after the first one will result in a 5% reduction to your final course grade.

Late Work: I will only accept late work if we have talked and come to some agreement. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due.

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check D2L often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course

grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Electronic Devices: Laptops, smart phones, and tablets are encouraged in my classroom, and should be used to reference assigned readings, our blogs or other course activities.

Writing Center: Trained graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated. To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator. If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University's obligation to provide a safe and nondiscriminatory environment for all students.

Title IX: In order to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and

University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Course Schedule *Subject to change according to class needs

Text Abbreviations

EA – *Engaging Ideas*, by Bean

NWWK – *Naming What We Know*, Adler-Kassner and Wardle

GCP – *A Guide to Composition Pedagogies*, by Tate, Taggart, Schick, and Hessler

PDFs available on D2L

Date	Topics & Activities	Assignments due
1/25	Ice-breaker activities; Syllabus review; Sign up for Presentations; Disciplinary knowledge and the changing face of composition	Read: Syllabus (PDF); Yancey, “Made Not Only in Words” (PDF); “Naming What We Know: The Project of this Book” (pp. 1-14) in NWWK Due (In-class): Set up Wordpress Blogs and Intro post
2/1	Introduction to Bean; Writing and critical thinking; Helping writers think rhetorically; Rhetoric lesson plan or activity	Read: Ch. 1-3 (pp. 1-51) in EA; Fleming, “Rhetoric and Argumentation” (pp. 248-265) in GCP; “Metaconcept” and “Concept 1” (pp. 15-34) in NWWK Due: Blog Post
2/8	Genre in teaching writing; Designing writing assignments and activities; Example assignments review; Work on assignments	Read: Ch. 4, 6-7 (pp. 52-65, 89-145) in EA; Devitt, “Genre Pedagogies” (pp. 146-162) in GCP; “New Media” (pp. 177-193) in GCP; “Concept 2,” (pp. 35-47) in NWWK Due: Blog Post; Major Assignment Proposal
2/15	Identity and ideology; Critical pedagogy; Cultural studies pedagogy; Designing activities; Reading difficult texts; Group learning	Read: “Concept 3” (pp. 48-58) in NWWK; “Critical” (pp. 77-93) in GCP; “Cultural Studies,” (pp. 94-110) in GCP; Ch. 8 and 9 (pp. 149-182) in EA; Berlin, “Rhetoric and Ideology in the Writing Class” (PDF) Due: Blog post; Major Course Assignment
2/22	All writers have more to learn; Writing as cognitive activity; Process pedagogy and theory; Group work, lecture and discussion; Review textbooks	Readings: “Concept 4” and “Concept 5” (pp. 59-81) in NWWK; Ch. 10 and 11 (pp. 183-210) in EA; “Collaborative Writing” (pp. 37-54) in GCP; “Process” (pp. 212-230) in GCP Due: Blog post; Course Design Proposal
3/1	Grading and assessment; Responding to student writing; Expressivist	Ch. 14-16 (pp. 267-336) in EA; Sommers’ “Responding to Student Writing” (PDF);

	pedagogy; Literature and composition pedagogy	“Expressive” (pp. 11-127) in GCP; “Literature and Composition” (pp. 163-176) in GCP Due: Blog post
3/8	Using threshold concepts in curriculum development; In-class work on course designs; Threshold concepts activity	Read: Part I of “Using Threshold Concepts” (pp. 84-154) in NWWK; “Community-Engaged” (pp. 55-76) in GCP; “Feminist” (pp. 128-145) in GCP Due: Blog post; In-process draft of course design
3/16	SPRING BREAK - No Class	
3/22	Online/ hybrid teaching; Peer Review and tech in the writing course; Course design peer review	Read: Reading on peer review (TBD); “Online and Hybrid” (pp. 194-211) in GCP Due: Blog post; Complete draft of course designs
3/39	Research and information literacy; Information behaviors; Lesson plan activity; Wikipedia in the composition classroom	Read: Ch. 13 (pp. 224-263) in EA; McClure, “Googlepedia” (PDF); “Researched Writing,” (pp. 231-247) in GCP; Vetter, “Archive 2.0” (PDF) Due: Blog post; Final draft of course design
4/5	Supporting basic writers; Supporting multilingual writers; Dealing with issues of grammar and correctness; Panel of MLW instructors	Read: Ch. 5 (pp. 66-86) in EA; “CCCC Statement on Second Language Writing” (PDF); “Basic Writing” (pp. 20-36) in GCP; “Second Language Writing” (pp. 266-282) in GCP; Matsuda, “The Myth of Linguistic Homogeneity” (PDF) Due: Blog post
4/12	Revision and writing centers; Commenting for revision activity; Revise Major Course Assignment and Course Designs; Writing center visitor	Read: “Revision Strategies of Student Writers and Experienced Adult Writers” (PDF); “Writing Center” (pp. 301-316) in GCP; “WID and WAC,” (pp. 283-300) in GCP Due: Blog post
4/19	Teaching portfolios and philosophies; Workshop teaching aspiration statements; Basic design for the web; Politics of visual design; In-class work on digital portfolios	Read: Sample teaching philosophies (PDF); Sample teaching portfolios (PDF); “Rhetoric of Web Pages” (PDF); Wysocki, “The Sticky Embrace of Beauty” (PDF); Due: Blog post; Teaching aspiration statement
4/26	Bodies and behaviors in the classroom; Disability, sexuality, and gender; Poster Presentation proposal workshop	Read: Glenn and Goldthwaite, “Everybody’s Issues” (PDF); Dolmage, “Writing Against Normal” (PDF); Malinowitz, “Queer Texts; Queer Contexts (PDF); Flynn, “Composing as a Woman” (PDF)

		Due: Blog post; Poster Presentation proposal
5/3	Visual design; Multimodality; In-class work on Digital Portfolios and Poster Presentations; Reflection for the writing classroom; Reflection on our course	Read: Murray, “Composing Multimodality” (PDF); Ch. 1 of Yancey, <i>Reflection in the Writing Classroom</i> (PDF) Due: Blog post; Digital Portfolios due Friday, May 5 by noon.
TBD	Final Poster Session (May 4 12-1 OR May 8 12-1)	Poster Presentation Due