ENGLISH 3400-01W: PEDAGOGY AND WRITING
FALL 2016 – HUMANITIES BUILDING 205
MW 9:30-10:50 A.M.

Professor: Prof. Rod McRae
Office: TLC 3135
Office Hours:
MW: 8:00-9:30 a.m. and by appointment.

Email: rmcrae@westga.edu
Telephone: 678-839-5311
This syllabus, along with other information, can be found in CourseDen. Details for accessing are listed below.

Course Description
English 3400 has two complementary purposes. First, it is designed to refine and enhance the composition and grammatical skills of potential teachers through a variety of readings and assignments that explore critical strategies common to academic writing. We will examine and apply current composition theory and will focus on writing as a recursive process that involves planning, drafting, and revision. We will explore the challenging social and cultural conditions confronting teachers in the 21st century and consider some possible remedies. Second, the course will help potential educators learn how to teach their students to read, comprehend, and analyze complex texts and to compose responses to those texts in clear, insightful academic prose.

As teachers, we will practice the recursive process of planning, instructing, and assessing. Therefore, the course is designed to align the recursive work we do as educators with the recursive work readers and writers do in the language arts classroom. In short, we are all teachers and learners in this course, and I ask that we strive to create a collegial atmosphere where we can share and compare philosophies, strategies, concerns, and questions with one another openly and productively.

Course Objectives
- Students will gain understanding of theoretical foundations in the field of Rhetoric and Composition and its intimate relationship to teaching writing.
- Students will apply said theories in and to the classroom situation through writing, presentation, and discussion of ideas.
- Students will demonstrate understanding of both theory and practice of it through reflective, informal, and formal writing situations.
- Students will research, theorize, and articulate a current pedagogical framework for themselves toward the end of the semester.

Required Texts:
- Teaching Students to Write (2nd Edition) – Beth Neman – ISBN 9780195064285
- The House on Mango Street – Sandra Cisneros – ISBN 9780679734772
- A young adult novel of your choosing suitable for sixth through twelfth grades more details TBA.
- Other materials will be posted to CourseDen.

Please bring all readings to class (either in print or on tablet/laptop) on the days we cover them.
Course Requirements:
- Assignment One: Fluency Activity – 10%
- Assignment Two: Context Building Activity – 10%
- Assignment Three: Close-Reading Activity – 10%
- Assignment Four: Thesis-Writing Activity – 10%
- Three-Stage Teaching Project (Planning, Instructing, Self-Assessing) – 30%
- Teaching Presentation – 20%
- Observation Reflections Portfolio – 10%

Evaluation and Grading:
All major writing assignments will be turned in to TurnItIn.com. Use the following information to enroll in the class at http://www.turnitin.com:
Class ID: 13113155
Class Enrollment password: GoWolves
*Please select ”First Name (Space) Last Name” in the “Display names as” option (which is the default).

Students will earn a letter grade (not “given” by me) for each assignment ranging from A+ to F based on the following scale. The numerical grade will be used when calculating the final average at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>94-96</td>
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<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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All written assignments must be typed and formatted to MLA standards (one-inch margins, 12-point Times New Roman font, double-spaced, no title page, properly documented, works cited). Refer to the Purdue Online Writing Lab (https://owl.english.purdue.edu), or another grammar handbook, to answer questions about format, citations, and mechanical issues, or see me.

Penalties for Late Work
Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, ten points (a full letter grade) will be deducted from the overall grade of the assignment for each calendar day (not class period) that the work is late. If a student finds it necessary to miss class on a day work is due, then they should submit the material on the day work is due in order to avoid any penalty.

Important Points:
- An assignment is late when it is not submitted to me by the time stated in the prompt.
- All late assignments will be penalized a letter grade per day late (thus 10 points).
- Unless stated in the prompts, assignments will not be accepted for grading one week past the deadline.
- All assignments must be submitted through Turnitin (www.turnitin.com). Technological issues are never acceptable excuses for failing to turn work in on time.
- If you arrive to class late and miss a quiz, or if you miss a quiz, workshop, or in-class assignment due to an absence, you cannot make it up.
- I do not accept assignments sent to me via email.
Attendance and Punctuality:
Regular participation in this class is vital to success. You are expected to attend every class session this semester. What we cover in class is what you need to know. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. In case of absence, you are responsible for keeping up with all assignments, readings, and in-class work. I do not make lecture notes etc. available to students who missed class. All assignments are still due on the scheduled date. Each student is allotted four absences (excused or unexcused) without penalty. After that, the student’s final grade will be docked as follows:

- First through fourth absence: no penalty
- Fifth absence: student’s final grade drops one letter (e.g., from “B” to “C”)
- Sixth absence: student’s final grade drops two letters (e.g., from “B” to “D”)
- After six absences, the student has two options: 1) withdraw from the class, which will generate a W if done before September 30, 2016—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester.

Note: The English Department draws no distinction between excused and unexcused absences. Please come to class on time: three late arrivals equal one absence. Sleeping for any length of time during the class period will be treated as an absence. Disruptive behavior at any time during the class period will be treated as an absence.

Plagiarism
The university considers plagiarism and other forms of academic dishonesty to be a serious breach of academic ethics. Section 207 of the University of West Georgia Faculty Handbook, which defines plagiarism as “Improper academic conduct...the purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and information obtained from another person without giving credit to the person from whom such information was obtained.” Each incidence of plagiarism is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to the disciplinary review board (which may ultimately result in the expulsion, suspension, or disciplinary removal of the student from the university). In order to facilitate the prevention and detection of plagiarism the Department of English and the University of West Georgia will maintain records of plagiarized assignments and those who prepare and/or submit them.

In short, please do not plagiarize. If you are struggling with time constraints for any reason, see me to discuss alternative deadlines before making a poor decision like plagiarizing. For further information:

Disruptive Behavior Policy
Students may be dismissed from any class meeting in which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, sleeping in class, not being prepared for class (lack of materials, assignments, etc.), allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices (i.e., texting). Please also note: Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. Repeated instances of disruptive behavior will result in judicial processing. For more information, refer to UWG’s disruptive behavior policy. Please turn off all cell phones and other electronic devices before you enter class.

Office Hours
I encourage you to visit me during my office hours (or to make an appointment if you cannot make my regular times). Please feel free to come by to introduce yourself, to ask questions about the readings, or to discuss any element of your writing and research (at any stage of the process).

**Students with Special Needs/Disability Pledge**

Any student with a special need should inform me in the first week of class. We will then discuss the specifics of the official paperwork from Accessibility Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Note: Because of university policy, I cannot make accommodations for students without official paperwork; however, I will do my best to work with the university to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have a registered disability and require accommodation, please notify me with the applicable paperwork within the first week of class. If you have a disability that you have not yet registered, contact Accessibility Services in 123 Row Hall or call 678-839-6428.

For more official information about Accessibility Services, Email Policy, Honor Code, and Credit Hour Policy, please read the university-approved common syllabus language.

**Communication and Email Policy and Etiquette**

According to university policy and the Family Educational Rights and Privacy Act (FERPA), I can only accept and answer emails you send me either from your official West Georgia email account (available through Gmail or “MyUWG”) or within your CourseDen account.

I expect you to be a professional in all communications with me. Please follow email etiquette and observe the basic rules of politeness and formality in email messages:

- Any message should begin with an address line (e.g., “Dear Professor McRae”)
- Use polite and appropriate language, as well as reasonably edited prose (i.e., complete sentences, correct spelling, no text-messaging lingo, etc.)
- Always sign off your email with your name, followed by your class and section number.

**Communication and Feedback Expectations for this Class**

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<tr>
<th>Course Email</th>
<th>Contact me primarily via <a href="mailto:rmcrae@westga.edu">rmcrae@westga.edu</a> from your MyUWG account. This will allow us to maintain security and keep a credible record for correspondence. However, you may also email me through the CourseDen D2L email account in this course. Note: As per federal law, I cannot respond to emails from any other accounts or addresses.</th>
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<tr>
<td>My Response Time to You</td>
<td>For email: If you ask direct questions via email, I will get back with you within 24 business hours. (Ergo, response times will be longer on the weekend). For graded material: All assignments and quizzes will return to you within one week; essays and projects will return between one and two weeks.</td>
</tr>
<tr>
<td>Emergencies</td>
<td>If you have an emergency, you can contact me via email. Please explain the nature of the emergency and its application to class. If the emergency is of a technical nature (i.e. can’t log on to CourseDen, etc.), please contact Distance Education’s Student Support.</td>
</tr>
<tr>
<td>Communication in General</td>
<td>Online communication takes special consideration. In a professional environment, the use of acronyms and texting abbreviations in discussions and emails is usually unprofessional. Also, be careful what you say to someone on any discussion boards because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette when talking to your classmates online.</td>
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</tbody>
</table>
**Classroom Etiquette**
I expect everyone to be ready to work at the beginning of class. This means in particular having all reading materials assigned for that day on hand and ready, as well as any tools for note-taking. You may use laptops and tablets, but you may not use wireless connections to check email or browse the Internet (unless a class activity calls for doing so). Please turn off or silence all electronic communication devices before class. If you need to leave earlier for whatever reason, you need to let me know before the beginning of class. Sleeping during class will count as an absence for that day. You may bring drinks to class, but no food—unless you are willing to share it with everyone. Most importantly, be respectful toward the opinions, ideas, and personal identity of all members of our class.

*Important Dates*
*August 12 – 4:00 p.m.:* Drop period (with refund) ends. Students who withdraw from a full-term (non-eCore) class between 4:01 p.m. on August 12 and 11:59 p.m. on September 30 will receive a grade of W. **Reminder: there is no refund associated with withdrawing from a course.**
*September 30:* Final Withdrawal (W) Deadline (midnight).

**ENGLISH 3400 SCHEDULE**
The following schedule lists reading assignments **on the days they are due.** I may adjust readings depending on the needs of the class, but any changes will be announced enough in advance so that you may adjust your planning.

***Please bring the appropriate readings to class every day***

**Week 1: Course Introduction**
- *W 08/10:* Introductions, discussion of “edTPA Secondary English Language Arts” terminology

**Week 2:**
- *M 08/15:* Neman – Chapter 1; Assignment One assigned.
- *W 08/17:* Neman – Chapter 6; brainstorming for Assignment One.

**Week 3:**
- *W 08/24:* Neman – Chapter 2 & 3; discuss ideas for Assignment One.

**Week 4:**
- *M 08/29:* Neman – Chapter 4; workshopping with drafts for Assignment One; *bring your draft.*
- *W 08/31:* Octavia Butler – “Speech Sounds”; **turn in Assignment One;** Assignment Two assigned.

**Week 5:**
- **Monday, September 5:** No classes for Labor Day Holiday
- *W 09/07:* Neman – Chapter 5; brainstorming for Assignment Two.

**Week 6:**
- *M 09/12:* Neman – Chapter 10; planning for Assignment Two.
- *W 09/14:* Neman – Chapter 8; discuss ideas for Assignment Two.

**Week 7:**
- *M 09/19:* Neman – Chapter 11 (pp. 413-442) and review Chapters 5 and 6 in Neman; workshopping with drafts for Assignment Two, *bring your draft.*
- *W 09/21:* Chapter 7 (only pp. 230-248) in Neman; **turn in Assignment Two.**
Week 8:
- **M 09/26**: Assignment Three assigned; Final Project Assigned; we will introduce the teaching project that will be our focus for part two of the course and understand its relation to edTPA Teacher Assessment guidelines.
- **W 09/30**: Brainstorming for Assignment Three

Week 9:
- **M 10/03**: *Reading Rhetorically* – Chapter 1; planning for Assignment Three.
- **W 10/05**: *Reading Rhetorically* – Chapter 2; discuss ideas for Assignment Three;

Week 10:
- **M 10/10**: Begin novel: *The House on Mango Street* – Introduction and Chapters 1-8 (pp. 1-20); workshopping with drafts for Assignment Three; *bring your draft*.
- **W 10/12**: *The House on Mango Street* – Chapters 10-24 (pp. 21-64); *turn in Assignment Three*.

Week 11:
- **M 10/17**: *The House on Mango Street* – Chapters 25-44 (pp. 65-110); Assignment Four assigned.
- **W 10/19**: *Reading Rhetorically* – Chapters 3 (pp. 40-49 through “annotate”) & 4 (pp. 69-80 & 88-100); brainstorming for Assignment Four.

Week 12:
- **M 10/24**: Neman Chapter 11 (453 – 456); planning for Assignment Four.
- **W 10/26**: *Reading Rhetorically* Chapter 4 (80 – 88); discuss ideas for Assignment Four.

Week 13:
- **M 10/31**: Teaching Presentation assigned; workshopping with drafts for Assignment Four; *bring your draft*.
- **W 11/02**: Discussion of novel selection for Teaching Presentations; discussion of edTPA lesson plans; *turn in Assignment Four*.

Week 14:
- **M 11/7**: We will workshop our lesson plans for the Teaching Project in class; *bring draft of Lesson Plans for Teaching Project*.
- **W 11/09**: Final Lesson Plans for Teaching Project (Stage One) due in TurnItIn by the beginning of class.

Week 15:
- **M 11/14**: Teaching Presentations (day 1)
- **W 11/16**: Teaching Presentations (day 2)

**Thanksgiving Break: November 21-26 – no classes.**

Week 16:
- **M 11/28**: Teaching Presentations (day 3)
- **W 11/30**: Conferences; *Peer Review Portion of the Teaching Project (Stage Two)* due in TurnItIn by the beginning of class.

**Final**: Wednesday, Dec. 7, 8:00-10:00 am
- We will wrap up the semester and complete a final project in-class.
- Self-Assessment of the Teaching Project (Stage Three) *and* your Observation Reflection Portfolio to TurnItIn by 11:59 p.m. on Wednesday, Dec. 7, 2016.