

English 5389 (3 Credit Hours)
Composition Practicum

Professor: Dr. Tara Propper
Email: Tpropper@uttyler.edu
Office Hours: T/Th 2-3:15PM or by appointment

Course Description: Focusing on effective teaching of writing, this course is a study of writing theory and pedagogy, extending the topics covered in ENGL 5390 to practical application. It will cover topics essential for successful writing instruction.

Learning Objectives: Students who successfully complete the course will be able to:

- Recognize how writing functions as a technology for intellectual inquiry and self-discovery;
- Critically engage with Rhetorical and Composition scholarship;
- Understand the development of literacy from the classical period to the modern classroom;
- Design a writing course with specific writing assignments and assessment plans;
- Analyze and critique textbooks, classroom observations, syllabi, writing assignments, and assessment plans;
- Design and manage writing workshops effectively to create a student-oriented learning environment;
- Demonstrate understanding of ways technology can aid writing instruction

Required Texts:

1. Tate, Gary, et al. A Guide to Composition Pedagogies. 2nd ed. Oxford UP, 2014
2. Ong, Walter. Orality and Literacy. Routledge University Press, 1993.

Supplemental:

1. Selected readings will be uploaded to Modules. Please see my weekly announcements and syllabus calendar for further details.

Assignments:

Critique of Pedagogy	
Paper.....	20%
Student Feedback and	
Letter.....	10%
Class Visit Report.....	10%
Teaching Portfolio	
.....	25%
Teaching Philosophy.....	20%
Discussion Boards.....	15%

Grading: You will receive letter grades for all your papers, class participation, and the course. You are also allowed to resubmit revised assignments that have received a graded lower than C within specified timelines.

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=1-59%

Paper Format

All assignments will be left justified and double spaced

All assignments will be in Times New Roman, 12 pt. font

All assignments should have a centered title and page numbers in the upper left corner.

In the upper left corner of all assignments, place this heading:

[Your name]

English 5389

Dr. Propper

[Assignment name]

[Date]

Artificial Intelligence Policy:

Since this class focuses on the theory and application of writing pedagogy, students are not invited to use artificial intelligence tools for submitted assignments (including both long and short-form writing assignments). That is, this course emphasizes how to theorize, write, and edit teaching texts and pedagogical materials, which requires that all written assignments be authored solely by the student themselves. **Work written with artificial intelligence assistance will be considered plagiarized.** For more information, please review the plagiarism policy listed below on the syllabus.

Discussion Board Response:

Your Discussion Board Responses are essential to your progress and participation in this class. There are 7 Discussion Board Responses for the course, each worth 2-percentage point (the final

discussion board response is three points). **Your Discussion Board Responses constitute 15% of your final grade.** If you miss more than three Discussion Board Responses, then you will receive an F for your Discussion Board grade). Every student should submit a 300-word post to each Discussion Board as well as respond to two peer posts. Each peer response should be a minimum of 100 words. This makes your weekly Discussion Board responses a total of 500 words.

Each Discussion Board Response should engage the ideas, questions, or concerns introduced in the weekly readings. In order to fully engage the authors you are reading, you will need to reference moments from the text to support your claims. If you elect to include quotations, then please include in-text parenthetical citations that identify the author and page number. Punctuate quotations with quotation marks.

Each week, I will offer extended comments on a handful of Discussion Board posts that are reflective of claims, ideas, or struggles that the class as a whole is considering/grappling with. Therefore, it's important that you read the entire Discussion Board thread to better understand and clarify weekly topics and reading questions.

The postings on the discussion board must be focused on the assigned topic. All technical problems associated with the Blackboard, Internet, or library database, including passwords and user IDs, should be directed to the respective departments. The course instructor would not answer any technical questions.

All postings on the discussion board must meet academic and professional standards. Abuses in forms of bullying and/or discriminatory comments on gender, sex, race, or ethnicity are not allowed and will be reported if the instructor's intervention does not see immediate changes of the behavior.

Late Papers:

I will penalize late papers: half of a letter grade (e.g., A to B+) for the first day late; after that, a full letter grade (e.g., A to B).

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by engaging in substantive conversation via our Discussion Board and submitting work on time. Please contact me at your earliest convenience, so that we can remediate the issue.

Email Policy:

Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Dr. Propper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

Syllabus Changes:

The information contained in the course syllabus, other than the grading criteria may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

Course Calendar:

Week and Topic	Readings	Due
<p>Week 1</p> <p>Introduction & Classic Rhetoric</p>	<p>"Introduction" to Corbett and Conner's <i>Classical Rhetoric for the Modern Student</i></p> <p>"Kneupper Memorial Address: A Allegory" by Bruce Horner (Speech at Texas Christian University)</p>	<p>Discussion Board #1 due on Friday</p>
<p>Week 2</p> <p>Classical Rhetoric & Writing as Technology</p>	<p>Ch. 4 (77-113) from Walter Ong's <i>Orality and Literacy</i>; watch Ong's lecture "Writing Is a Technology that Restructures Thought"</p> <p>Parker's "Where Do English Departments Come From?"</p>	<p>Discussion Board #2 due on Friday</p>
<p>Week 3</p> <p>Composition Theory</p>	<p>"What is Composition Pedagogy?" in <i>A Guide to Composition Pedagogies</i>. Eds. Gary Tate et al. Oxford UP, 2014.</p> <p>Berlin's "Contemporary Composition: Major Pedagogical Theories" <i>College English</i> 44 (1982): 765-77</p>	<p>Discussion Board 3 due Friday</p>

	***Read Critique of Pedagogy Paper prompt (in "Assignments")	
Week 4 Composition Theory	Read the following in <i>A Guide to Composition Pedagogies</i> Eds. Gary Tate et al. Oxford UP, 2014. 1. "Critical" Ann George 2. "Expressive" Chris Burnham 3. "Genre" 4. "Process" 5. "Rhetoric and Argumentation"	Discussion Board #4 due on Friday
Week 5 Writing Textbooks	Welch's "Ideology and Freshman Textbook Production: The Place of Theory in Writing Pedagogy"	Discussion Board 5 due on Friday
Week 6 Classroom Dynamics	Erika Lindemann, "Designing a Writing Course" from <i>A Rhetoric for Writing Teachers</i> Elbow's <i>Being a Writer</i> ***Read Class Visit Report prompt (in "Assignments")	***Critique of Pedagogy paper due on Friday
Week 7 Classroom Dynamics: Feedback	Ch. 5 of Elbow's <i>Writing Without Teachers</i> (Cooking and Freewriting) ***Read Writing Feedback and Letter prompt (in "Assignments")	
Week 8	Elbow, Ch. 23-24 from <i>Writing with Power</i>	***Writing Feedback and Letter due on Friday

<p>Classroom Dynamics: Writing Assignments</p>	<p>Glenn and Goldthwaite, "Successful Writing Assignments" (95-102 only).</p> <p>***Read Teaching Portfolio prompt (in "Assignments")</p>	
<p>Week 9</p> <p>Spring Break</p>	<p>Class cancelled for Spring Break</p>	
<p>Week 10</p> <p>Classroom Dynamics - Writing Assignments</p>	<p>Student's Pick - Read an assignment and rationale in <i>Prompt Volume 7, Issue 2</i></p>	<p>***Class Visit Report due on Friday</p>
<p>Week 11</p> <p>Classroom Dynamics - Course Design</p>	<p>Ch. 3 in Melzer's <i>Assignments across the Curriculum: A National Study of College Writing</i></p> <p>Connors's "Personal Essay Assignment"</p>	<p>Discussion Board #7 due on Friday</p>
<p>Week 12</p> <p>Teaching Philosophy</p>	<p>Teaching Philosophy Samples in Week 12 Modules</p> <p>***Read Teaching Philosophy prompt (in "Assignments")</p>	
<p>Week 13</p>	<p>Optional Student Conferences</p>	

Week 14	Teaching Portfolio Presentations	***Teaching Portfolio Presentation due on Monday
Week 15		***Teaching Portfolio and Philosophy due on Friday

[Student Resources](#)

[University Policies and Information](#)

Additional Policies:

Scholastic Dishonesty

Please see UT Tyler’s policy on scholastic dishonesty:

<https://www.uttyler.edu/sci/?r=/judicialaffairs/>

This class has a Zero Tolerance Policy for Scholastic Dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of the entire course.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free (Links to an external site.)Links to an external site.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Please see academic calendar.

Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> (Links to an external site.)Links to an external site. and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> (Links to an external site.)Links to an external site. , the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

copying from another student's test paper;

using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;

possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

collaborating with or seeking aid from another student during a test or other assignment without authority;

discussing the contents of an examination with another student who will take the examination;

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

falsifying research data, laboratory reports, and/or other academic work offered for credit;

taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

UT Tyler COVID Policy:

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure (CDC quarantine/isolation guidelines). Please work with your faculty members to maintain coursework and please consult existing campus resources for support.

