English 5335: Workshop in Teaching Writing

Spring 2024, Section 01. Online. CRN 25483.



Image description: A headshot of a white woman with curly dark brown hair and glasses sitting at home and smiling at the camera.

Dr. Leslie Anglesey (she/her)
(pronounced Angle-see)

Email: anglesey@shsu.edu
This is the best way to get a hold of me. I typically respond within 24 hours Monday through Friday.

Office: Evans Complex 416

Office Hours: By appointment via Zoom or in my office. Email me several days and times that would work best for you. I will do my best to accommodate your request.

Phone: (936) 294-3156
I answer my office phone during office hours. The best way to contact me is via email.

Course Description

Students participate in a workshop format designed for teaching writing in secondary schools. Topics emphasize applications of current writing theory and research.

Course Rationale

This class explores the questions all composition teachers face—not just in their first year in front of a classroom, but throughout their careers. What does it mean to teach writing? How do we engage students in the discovery of their own processes, voices, and goals? How does our work as teachers coexist with our lives as researchers, students, and creative writers? How can our teaching matter—to our students, to ourselves, to the world outside our classrooms? This course takes up these questions within the context of dual-credit and open-access first-year writing instruction. Students will develop and refine their understanding of composition pedagogies, assessment practices, and rhetorical concepts

for rhetoric and composition/writing studies. Req: Online participation; Presentations; Papers; Pedagogy project.

Course Objectives

Course goals for this course include but are not limited to the following:

1. Students will develop an understanding of local, state, and national Dual Credit issues.
2. Students will discover and evaluate current best practices for first-year writing and dual credit courses.
3. Students will identify and evaluate the expectations of writing courses such as the skills students have on entry, the skills they should acquire in the course, and rationales behind ways to sequence assignments and skills.
4. Students will develop assignments to help writing students with different steps in the writing process.

This class explores the questions all composition teachers face—not just in their first year in front of a classroom, but throughout their careers. What does it mean to teach writing? What do we expect of our students as they learn? What does it mean to be a teacher? What do we expect our students to be in response? How does our work as teachers coexist with our lives as researchers, students, and creative writers? How can our teaching matter—to our students, to ourselves, to the world outside our classrooms?

This class is framed around such questions. Your work will be to answer them, as best you can in this moment, using your daily experiences in the first-year writing and/or high school classroom as your guide. We'll read a range of scholarship together as a way to help us approach these questions with more confidence—with an awareness that these questions are not new, and the struggle to answer them is not ours alone. Writing Studies is built on contradictions and disagreements: about what writing is, and what it should be; about what a writing class is, and whom it should serve; about what teaching is for, and what it can achieve. While you may not leave this class with settled answers to these questions—indeed, it's my greatest hope that you don't—I hope that they can help focus you in your development as a writing teacher, to point you toward a way of teaching and a way of learning that matters to you.

IDEA Course Objectives

In this course, we will be working on the following IDEA learning objectives:

1. Gaining a basic understanding of the subject (the history, interests, and practices of the dual credit or first-year writing courses).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (instructors of first-year writing or dual credit courses).
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Required Textbooks

It is the student's responsibility to obtain course materials at the beginning of the semester in order to be successful in the course. You are required to obtain the following texts:

1. *Bridging the High School-College Gap: The Role of Concurrent Enrollment Programs*, eds. Gerald S. Edmonds and Tiffyan M. Squires. Syracuse UP, 2016. ISBN: 9780815634324.
2. *The Dual Enrollment Kaleidoscope: Reconfiguring Perceptions of First-Year Writing and Composition Studies*, ed. Christine Denecker and Casie Moreland. Utah State UP, 2022. ISBN: 978-1646422524. (We have an ebook available in the Library, but you may want to purchase your own paperback or digital copy).

Required Technology

1. Internet service and access to Blackboard. Blackboard works best through the Firefox browser. You will access course materials and post assignments through Blackboard, so you will need readily available internet access, preferably high-speed access.
2. Zoom (available through SHSU: https://shsu.zoom.us/).
3. Your computer needs to have video and audio recording capabilities.
4. Access to Microsoft Word. SHSU provides you with free access to Microsoft Office 360 as long as you are part of the university.
5. Save all assignments to a flash drive or a cloud drive as a backup. Your home computer may develop a virus or lose its hard drive over the course of the semester.

Inclusion and Access Statement

All of us learn differently. I am committed to making classrooms that are inclusive for all learners and students, and I strive to maximize access. If there is anything about this course (the course, format, materials, communication, etc.) that creates barriers to your learning, please let me know as soon as possible. You do not need to have documentation from the Office of Services for Students with Disabilities to communicate about your access needs. Students are encouraged to approach Dr. Anglesey with any other life circumstances that may affect students' participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner your instructor knows about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

Land Acknowledgment Statement

Sam Houston State University was established on the traditional and ancestral homeland of the Bidais and Tonkawa Tribes. In this class, we recognize and respect the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal governments.

Course Delivery

This online course is organized into weekly modules that are embedded into unit modules and are hosted on Blackboard. To access the unit modules and weekly modules, click the Units link in the main course navigation menu. Each weekly module begins Monday morning and ends on Sunday evening. The modules may consist of lectures, readings, discussions, quizzes, writing assignments, and exercises. Students should login to the course several times throughout the week.

Attendance

In a face-to-face class, you are required to be physically present at class meetings; while an online class frees you from that requirement, you still need to be an active class participant. You will do this in the following ways:

1. Participate in online synchronous meetings or writing recaps of those meetings.
2. Log onto Blackboard regularly, at least twice a week. Blackboard works best through the Firefox browser. Plan to devote time every week to this class. Assignments are due each Sunday. You will access course materials and post assignments through Blackboard, so you will need readily available internet access, preferably high-speed access.
3. Complete all readings and assignments according to the calendar.
4. Submit all assignments on time. Some assignments will only be available for a limited time.
5. You can communicate with me or with classmates via Blackboard. Not all emails sent through Blackboard make it to my inbox, so sending an email directly is often preferable. If you have not heard from me within 24 hours of sending an email, send an email directly to anglesey@shsu.edu. I try to respond promptly to all emails.
6. Be available to conference with me as required. This may be a phone call, a Zoom session, or face to face.
7. Should an emergency arise, please inform me so I'm aware of your situation. If you have an extreme or prolonged emergency (such as a serious illness of yourself or a close family member) you should report your situation to the Dean of Students as well; their office will help you complete the required paperwork and inform your professors of your circumstances. You are responsible for keeping up with the course material.

Late Work Policy

All required work must be submitted by 11:59 pm the day it is due. The late penalty for graded assignments is 15% for each day (24-hr period) it is late. In other words, if you have an assignment due on Wednesday at 11:59 pm and you submit it Thursday at 10 pm, it will only receive a 15% penalty. However, if you turn that same assignment in at 12:01 on Friday, it is now incurring a 30% penalty. The final project will not be accepted late.

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. Their office will assist you in gathering the required documentation and make sure that all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

Grading Plan

There are two major components to your grade in this class: the quality of your writing and the timely completion of assignments.

Assignment	Points
Discussion Group Engagement	100 points
Discussion Leading	100 points
Weekly Journal	14 @ 20 points, 280 points
Midterm Project	300 points
Final Project	210 points
Total	1000 points

Overview of Assignments

You will complete a series of assignments in this course. The following descriptions provide an overview of these assignments. For all major deliverables, I will provide detailed assignment sheets, supporting documents, and due times/dates.

Discussion Group Engagement: IDEA Outcome 1, 2, and 3

I hope it goes without saying, but the expectation for graduate-level courses is that students be prepared to be actively engaged in their learning. This is especially important in a class in which we will be constantly practicing new skills in teaching. The expectation is that you will attend each synchronous discussion group and participate fully: cameras on, asking questions, answering questions, offering support to your peers (by cheering them on and asking them thoughtful questions), etc.

Weekly Journal: IDEA outcomes 1, 2, and 3

Weekly, reflective writing assignments. Because these assignments are most relevant during the week for which they're assigned, late postings will not be eligible for credit.

Discussion Leading: IDEA Outcomes 2 & 3

In this class, we are learning how to teach writing. We cannot learn to do something without practicing those skills. To that end, you will be asked to lead discussions in your synchronous discussion group once this semester. These discussion leading opportunities will give you chances to lead discussions of course readings, practice classroom-based practices on your peers, and take ownership of your own learning.

Midterm Project: IDEA Outcomes 1 & 3
To prepare students for future teaching in open-access and/or dual enrollment landscapes, the midterm project will engage students in a more traditional academic research process. Students will identify a research question of their choice related to issues of teaching writing in open access/DE contexts, engage in research on the topic, and then create an annotated bibliography that records their research. Then, students will write a white paper detailing their findings and their new understanding of the research question. Final white paper will be 10-12 pages (MLA formatting).

Final Project: IDEA Outcomes 1 & 2
Based on the outcome of their findings in the white paper midterm assignments, students will create a series of pedagogy-oriented artifacts that intervenes in the issue they identified and researched. The pedagogy artifacts should be informed by the research undertaken in the first half of class. Students will present their white paper and their pedagogy artifacts to the class and will write a reflection of their project.

Grading Standards
In a graduate seminar, a "B" or higher is considered a satisfactory grade; a grade of "A" is reserved for an outstanding performance. Assignment grades may be assessed that fall between letters (i.e. so-called "slash" grades). For example, a grade of "A-/B+" may be assessed, and would fall on the border of an "A" and a "B"; this grade would translate in percentages to 90%. Final course grades will not use these in between "slash" grades, and will adhere to the standard model that incorporates either standalone letter grades, pluses, or minuses. I will assign grades on a 100-point scale, which corresponds with the University's letter grades as follows: 90-100% A; 80-89.9% B; 70-79.9% C; 60-69.9% D; 0-59.9% F.

Questions about grades? Please see me in my office hours or make an appointment with me to discuss grades, since FERPA stipulations prohibit me from emailing grades to you directly.

University Resources

Professor Anglesey's Office
My goal is to make my office a place that students can come to get support in a variety of ways or to simply take a breath or enjoy some A/C between classes. Please consider my office a resource to you. As a first-generation college student, I know that there are many complexities of being a student that it would be nice to chat about without fear of retaliation or shame. If you have a question about any aspect of university life, please come by. If I don't know the answer, I'll do my best to point you to the person or office best suited to help you. I also keep a variety of **personal hygiene items** (toothpaste, deodorant, shampoo, etc.), **school supplies** (notebooks, pens, highlighters, etc.) and **snacks** (water

bottles, trail mix, candy, etc.). **These are here for you, and you don't have to offer an explanation for why you'd like any of these resources.**

University Writing Center
I encourage you to take advantage of the Academic Success Center's Writing Tutoring, which offers online tutoring.

Student Advising and Mentoring Center
The SAM Center provides mentoring and study skills help for online students.

Student Legal Services
Just a reminder that SHSU offers legal and mediation services, including an attorney on staff to help you with your legal rights and responsibilities.

Food Pantry
Just a reminder that SHSU provides a food pantry to help students who struggle with food insecurity.

First-Generation Center
A student is considered first-generation if neither parent nor guardian earned a bachelor's degree in the United States. Approximately 52% of our students are first-generation students! The First-Generation Center is here to assist you in navigating higher education and connecting with SHSU's community of first-generation students, faculty and staff who will support and encourage you throughout your entire academic journey. The First-Generation Center staff has been in your footsteps as they are also first-generation.

University Policies

Academic Dishonesty
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office.

Federal Aid Eligibility Validation

Students who receive federal financial aid are required to actively engage in their academic courses, including at the beginning of the semester, as a condition of receiving federal aid. Federal regulations require SHSU to report whether a student has actively engaged in each of their courses or not. A student's lack of engagement in their courses may result in the student losing their eligibility for financial aid and having that aid withdrawn by the federal government. More information on what qualifies as academic engagement may be found on the Federal Aid Eligibility Validation (FAEV) website.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time. For a complete listing of University policy 861001, see: Student Absences on Religious Holy Days.

Students with Disabilities Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in class, register with SHSU Services for Students with Disabilities and schedule a time to talk with a counselor. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: Students with Disabilities Policy.

Visitors in the Classroom

In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University Bearkat OneCard identification card. If the visitor is not a registered Sam Houston State University student, the faculty member should act at their own discretion or refer the visitor to the department chair.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof.

Professor's Proviso

Sometimes events occur within the course of the semester that result in changes to our syllabus. While I will try to keep changes to a minimum, please be flexible. I will announce any such changes in class. You will be responsible to stay informed about any changes made during class even when you are absent. I recommend exchanging emails with a friendly neighbor in class or some other contact information that you feel comfortable sharing. I know that GroupMe's exist for many classes here at SHSU. While these can be great spaces for sharing information, I ask that you consider how you and your peers use such platforms. Please note that incorrect information is often disseminated in these spaces. Please refrain from using these spaces to belittle or bully any person in this class, and use caution when taking advice from people. As always, consider the source of anything shared in GroupMe's. You can always direct your questions directly to me via email or in my office.

COURSE SCHEDULE

This schedule gives you a general idea of what's coming, but it's **crucial** that you look for readings and updates on the weekly modules in Blackboard.

*Readings with (Bridge) denote chapters from *Bridging the High School-College Gap*
*Readings with (DE) denote chapters from *The Dual Enrollment Kaleidoscope* (available in the Course Reserves)
*Readings with (BB) denote readings that are posted or linked in Blackboard.

Week One (week of Jan. 15)

Focus:	**Read/Watch**	**Write/Create**
Course Introduction & Reading Strategies	–Syllabus –Joint Position Statement (BB)	–Sign up for Discussion Leader choices & synchronous meeting times –Introduction Discussion Board

Week Two (Week of Jan. 22)

Focus:	**Readings**	**Assignments**
Jan. 25: **Last day to Add or Process Schedule Changes Online**		
Defining Open Access Education	–Strengthening Institutions for the Next 25 (BB) –Excerpts from *Education Today*	–Reading response

Week Three (Week of Jan. 29)

Focus:	**Read/Watch**	**Write/Create**
Jan. 31st: **Last day to drop without a Q**		

Defining Concurrent/Dual Enrollment	–Edmonds “Defining Concurrent Enrollment” (Bridge—also as .pdf on BB) –Intro Dual Enrollment Kaleidoscope (DE—also available as .pdf on BB)	–Reading response

Week Four (Week of Feb. 5)

Focus:	**Read/Watch**	**Write/Create**
Issues in “College-Readiness”	–Sidestepping (DE)	–Midterm project research question –Reading response

Week Five (Week of Feb. 12)

Focus:	**Read/Watch**	**Write/Create**
Issues in Outcomes	– “And Yet the Gap Persists” (DE) – But It’s (not) the Same (DE)	–Research question presentation during synchronous meeting –Reading response

Week Six (Week of Feb. 19)

Focus:	**Read/Watch**	**Write/Create**
Issues in Assessment	-Direct Assessment (DE)	–Reading response

Week Seven (Week of Feb. 26)

Focus:	**Read/Watch**	**Write/Create**
Issues of Austerity	–Income Effects (Bridge) –Transitional Advising (Bridge)	–Annotated bibliography due –Reading response

Week Eight (Week of Mar. 4)

Focus:	Read/Watch	Write/Create
Issues in Matriculation & Completion	– Ready to Write? (DE) – Taylor et al. White Paper (BB) pages 5-13 only	–Post draft midterm project to Blackboard –Reading response

Week of Mar. 11: Spring Break

Focus:	Read/Watch	Write/Create
–Give feedback to peer drafts before the beginning of Week 9.		

Week Nine (Week of Mar. 18)

Focus:	Read/Watch	Write/Create
Issues in DE Partnerships –No synchronous class meeting. Sign up for a one-on-one conference regarding midterm project.	–"Promoting Quality" (Bridge) –The Optics of Observation (DE)	–Midterm project due –Reading response

Week Ten (Week of Mar. 25)

Focus	Read/Watch	Write/Create
Mar. 27: Last Day to Drop with a Q by 4:00 PM		
Issues in Instructor Support/Professional Development	–Guidelines for Preparing Teachers of English in 2-Year Colleges (BB) –Navigating the Landscape (DE) –Professional Development (Bridge)	–Reading response

Week Eleven (Week of Apr. 1)

Focus	Read/Watch	Write/Create
Issues in Labor & Working Conditions	– When College Faculty" (DE)	–Reading response

Week Twelve (Week of Apr. 8)

Focus	Read/Watch	Write/Create
Pedagogies for DE/Open Access	-Gottschalk and Hjortshoj -Lindemann	–Reading response

Week Thirteen (Week of Apr. 15)

Focus	Read/Watch	Write/Create
Pedagogies for DE/Open Access	- Downs & Robertson - *Naming What We Know* - excerpts from **"Threshold Concepts of Writing"** section	–Reading response –Find 1 major assignment for FYC for 1 threshold concept

Week Fourteen (Week of Apr. 22)

Focus	Read/Watch	Write/Create
Pedagogies for DE/Open Access	TBD	–Reading response

Week Fifteen (Week of Apr. 29)

Focus	Read/Watch	Write/Create
May 2: Last day to resign in the Registrar's Office by 4:00 pm. **May 3: Reading Day (no class)**		

Present Final Projects	n/a	–Submit final project –Present final project during synchronous meeting