



KEAN

Office of Academic Affairs

ENG 5020 I01: Writing Theory & Practice

[Simple Syllabus ENG 5020 I01](#)

Course Information:

Course Title: **Writing Theory & Practice**

Course Number and Section: **ENG*5020*I01 WRITING THEORY & PRACTICE**
(Independent Study Group)

Semester: **FALL 2022**

Course Meeting Days/Times: **Tuesday 4:30 PM - 7:15 PM**

Instructor Name: **Mia Zamora, PhD** <http://miazamoraphd.com>

Office Location: 329

Course classroom: **CAS 308**

Mia Zamora Ph.D.'s Virtual Zoom classroom

Zoom link:

<https://us06web.zoom.us/j/86937450890?pwd=T3ZmTUwydUhWOU5aSTh2MUFSOHU5Zz09>

Meeting ID: 869 3745 0890

Passcode: writingt&p

Office Hours:

Monday 8am-10am (for Zoom meetings);

Tuesday 3pm-4pm;

Wednesday 9-10am (for Zoom meetings);

Thursday 3pm-4pm

Phone: (908) 737-0385

Kean Email: mzamora@kean.edu

Course Website: <http://writingtheorypractice.miazamoraphd.com>

This course website will be a central location for all syndicated student writing (public scholarship and creative works) and all open education resources and materials.

Course Description:

Introduction to the major principles and issues related to the teaching of writing, emphasizing practical application across the disciplines. This course cannot count as graduate credit if taken for an undergraduate degree.

Welcome to *Writing Theory & Practice*. The class is designed to introduce students to the major principles and issues related to teaching writing. By the course's end students should have a repertoire of theories, practices, and resources they can use to help others learn to write, as they continue to explore Writing Studies as teachers, scholars, and writers in the digital age.

In Fall 2022, our ENG 5020 *Writing Theory and Practice* course will also be participating and collaborating with [#UnboundEq](#) "Making Borders Meaningless". [#UnboundEq](#) is a global community and conversation focusing on intercultural learning and digital literacies on the open web – it is also known as an open online "collaboratory". All Kean University students in ENG 5020 will also be active participants in the global [#Unboundeq](#) project. Both the [#Unboundeq](#) project and the [ENG 5020 course website](#) will serve as a shared e-locale and interface for our on-going work and resources as we connect with other scholars and co-learners outside our formal classroom setting.

Pre-requisite/program: There are no prerequisites for this graduate course. This is one of two required foundational courses required in the MA in Writing Studies program. ENG 5020 should be taken in the first year of graduate school matriculation. ENG 5002 should be taken after the completion of ENG 5020.

Course Student Learning Outcomes:

The class is designed to introduce students to the major principles and issues related to teaching writing. By the course's end students should have a repertoire of theories, practices, and resources they can use to help others learn to write, as they continue to explore Writing Studies as teachers, scholars, and writers in the digital age.

- Students will explain the major theories of composing and teaching writing
- Students will apply, examine, and practice the different parts of the writing process
- Students will address important issues related to writing instruction

Instructional Method

Discussion of assigned readings will be the primary mode of instruction in this course. Other methods include in- and out-of-class writing, asynchronous online discussions, research, digital workshops, and open/public writing and media composition projects. [The course website](#) will be a central location for all

syndicated student writing (public scholarship and creative works) and all open education resources and materials.

Textbook & Materials

All readings and digital writing resources for this course are open educational resources found on the course website.

Open Educational Resources

All readings and digital writing applications for the course will be available online on [the course website](#) and are offered to students as “open educational resources”. This means that the “Writing Theory and Practice” materials are free and legal to retain, reuse, revise, remix, and redistribute. When referencing any course readings (which are offered on the course website by “shared-alike” attribution), the source for the material should be properly attributed and cited.

Important Dates

For important dates, please consult the Academic Calendar via the following link:

<https://www.kean.edu/offices/registrars-office/academic-calendar>

Assessment:

1. Weekly Response as Blog Post 30%

Each of you will have a course blog (wordpress). Please send me the URL address for your class blog by [submitting your URL information here](#).

Every week of class, you will blog a 1-2 page response to the weekly reading. Your blog posts should be a thoughtful consideration of the week's reading as you keep in mind the context of the conversations we are having in class. Your purpose in these responses is to consider the author's project: give an overall (brief) summary, talk about the key phrases/terms in the text, and reflect on how the reading helps you to make sense of your own writing/teaching practices.

What are the main ideas of the reading?

Do you agree/disagree with the authors claims?

Connect the author's ideas to your own experiences as a writer.

Do you have any key questions that emerge from reading this material?

I encourage you to include links to websites/videos/resources that help to further enhance the readings and our discussions. The tone of your blog post can be informal, anecdotal, and you are welcome to play with stylistic conventions. Please tweet your blog post each week to our class hashtag - #unboundeq .

***Your weekly blog post should be posted no later than Monday night before class. I will read all of your posts before class. **You cannot post retroactively (you cannot post a blog for the week after that class meeting has passed). By the end of the semester, you should have accrued 12 blog posts if you keep up with the weekly requirement. Your grade for this section of the course will be determined accordingly:*

12-11 blog posts A

10 blog posts A-
9 blog posts B+
8 blog posts B
7 blog posts B-
6 blog posts C
5 blog posts D
4-0 Blog posts F

Each of your blogs will be syndicated to feed automatically into our course website. Each week you will see your own post appear in section of the course website entitled "Student Blogs". You will also see you classmates' posts. This design is meant to encourage a rich forum of interaction and discussion which will support/enhance our in-person time together. Please read the blog posts of your colleagues in order to prepare for class, and also remember that they can provide insight/inspiration for your own reflections. Remember that all of your blog posts will be public documents (they can be found online on our site), and therefore you will want to write with care and consideration.

2. Discussion Lead 20%

There will be one presenter each time we meet, and each presenter is allotted around 45 mins to present their chosen material. In other words, you will be a discussion leader for one class period. For your class presentation, you will lead our class consideration of your selected readings and organize our time together productively. Your designated night for leading our class discussion will be listed on the tentative course schedule (after some negotiation during our second class meeting).

As our class leader, you should develop your own "lesson plan" or protocol for how we will engage with the text and the ideas as a learning community. You are encouraged to -present the material, -distribute new material for us, -give us some guiding questions or prompts/ideas we can respond to and work with, -lead us in certain pedagogical exercises that will open up our understanding of the ideas for that week. Be creative with the readings! Think about new ways to work with colleagues to share this material and engender meaningful discussion.

Your goal is to be both *insightful and creative* in deepening our collective understanding of the material for your week. [RUBRIC](#)

3. Short Reaction Paper 20%

In addition to your leadership role in organizing our discussion during one class session, you will also be writing a two page reaction paper which you will distribute to everyone the night of your own presentation. Please note that this assignment is more formal than your blog post and traditional academic convention will be an expectation of this assignment. For your blog post the week of your own discussion lead/presentation, you can simply post the link to your "short reaction paper" for that week.

Your reaction paper will have three parts. In the first, you will summarize the main ideas of your reading(s). Then, you will respond to the ideas in the reading in some way. This can include agreeing or disagreeing with a point made by the author, connecting ideas in the reading to other reading/research or your own experience, working your way through ideas you don't understand, or otherwise engaging the reading with rigor. The response matters more than the summary, so be sure to develop it fully. Finally, you will prepare three or four substantive questions about the article's content. These questions should draw on the issues raised in the article but push us beyond the article itself. In particular, I'd like you to focus on applying the article's ideas to classroom practice. (Please do not offer questions that lead only to yes/no answers or simplistic explorations.)

Remember:

****Please provide a link to your formal reaction paper on your blog for the week you present. (Your reaction paper can serve as your blog post for the week of your "discussion lead").**

****In addition, please include in your blog any other materials you would like to share (i.e. presentation slides or other presentation prep).**

4. Final Project 20%

This final course project is purposely left open for our collective determination. We will discuss this project through in-class workshopping, writing reflections, and in class negotiations, building up to a consensus about what matters most to all of you as a group.

Listed below are a few examples of what is possible, but this project is meant to give you all an opportunity to:

- prepare a project that can also be featured at Kean University's Research Days (which takes place in the Spring)
- think outside the typical "assignment" box
- identify shared purpose with a group of colleagues and build further collaboration skills
- open up the opportunity for all of you to develop and share public knowledge (academic work that is meaningful in the real world).
- bridge your theoretical understanding of writing and/or literacy issues with real world workshops and transformative practices

Some project ideas in order to brainstorm a "starting point":

- Mock syllabi with Lesson Plans developed
- Resource & Reflection website
- Co-written publication
- Handbook or How-to Guide
- Campus Installation/Exhibit
- Interactive Workshop offered on campus (i.e. Research Days) which serves as an outreach initiative

-Event with shared public resources

5. Submission of Final Student Portfolio & Self Assessment Narrative 10%

Your final course portfolio will be a digitized collection of all your work for the course, including links to your class blog, links to any materials developed for your “Discussion Lead” night, your short reaction paper, and a link to your final project. In addition, you will write a 1-2 page self assessment narrative about what you learned in the course.

6. Reminder: [twitter & back channel activity](#)

Our class hash tag is: [#UnboundEq](#)

I encourage each of you to enhance our on going conversations with tweets of resources and blog posts as you collectively extend our conversation beyond the classroom by developing a network for this course. Share and connect with others. Make sure to attribute ideas to those who have shared or inspired you. In other words, use your twitter account to extend our conversations. Also, consider your “discussion lead” night as opportunity to grow our shared network. If you engage these tools in a consistent way, you will automatically receive “good will extra credit” which might just mean (for example) the difference between a B+ versus and A-.

Technical Requirements

Course Website: <http://writingtheorypractice.miazamorphd.com>

This course website will be a central location for all syndicated student writing (public scholarship and creative works) and all open education resources and materials. You can access this site on the open web. We will pursue both networked and connected learning, as well as critical digital pedagogy while also writing and producing texts for a public audience on the open web.

Academic Early Alert

Academic Early Alert information will be provided to students by the instructor via Advise. Please see the current [Undergraduate or Graduate Catalog](#) for more information.

Course Policies

Provide Course Policies, if necessary, such as participation, etc. in addition to the following: [Class Recordings \(Live Sessions/Collaborate\)- if applicable](#)

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course is closed.

Students are not permitted to record (or download) the course experience. If a recording of the course is required for accommodation purposes students must make those arrangements with the Office of Accessibility Services. Students found to have recorded (or downloaded) course experiences without authorization are subject to review by the Office of Student Conduct and Community Standards.

Privacy Statement

Assuring privacy among faculty and students engaged in online instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Policies

Important University Policies and Information

All students and faculty should familiarize themselves with the current health and safety protocols available via this link: <https://www.kean.edu/health-safety-protocols>

Students are responsible to review and understand the University Academic Integrity Policy available via the following link: <https://www.kean.edu/academic-integrity>

Instructors must indicate on the syllabus and/or individual assignment if the use of Kean University academic support services ([Tutoring and/or Writing Center](#)) is permitted for take home assignments/exams.

Students should review the Student Code of Conduct, as it discusses expectations of appropriate conduct in the classroom:

<https://www.kean.edu/offices/community-standards-and-student-conduct/student-code-conduct>

Students are strongly encouraged to register for the University's emergency notification system (<http://www.kean.edu/campusalert>) in order to be informed of campus emergencies, weather notices, and other announcements. Kean Ocean students would sign up via the following link:

<https://ocean.sendwordnow.com/LicensePage.aspx>

All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at <https://www.kean.edu/offices/computer-and-information-services/ocis-forms> click on E-mail Account Request Form.

Health and Safety Protocols/COVID Reporting

Please view the university's current [health and safety protocols](#).

COVID Policies, Expectations, and Reporting

Students who test positive for COVID-19 should report their test results via this [form](#)

Employees who test positive for COVID-19 should report the result to Walter McGee in Human Resources at mcgeew@kean.edu. The university will follow appropriate state and federal guidelines on contact tracing.

Support Services

Kean University offers several support services for students. For more information and for any updates, please visit the services' Kean University webpage.

- [Academic Support](#)
- [Financial Support](#)
- [Social Work Support](#)
- [Technology Support](#)
- [Wellness Support](#)

Diversity & Non-Discrimination Statement:

Kean University is committed to establishing and maintaining a diverse campus community through inclusive excellence and equal opportunity. Kean's commitment to access and equity is designed to prepare each graduate to not only thrive, but climb higher in a diverse world. As an affirmative action, equal opportunity institution we work to support a campus-wide agenda to foster a community that both values and promotes the diversity and equity of all students, faculty, staff, administrators, and beyond. Kean adheres to the [New Jersey State Policy Prohibiting Discrimination in the Workplace](#); for more information on Kean's non-discrimination policy and procedures, and protected categories under the policy, please visit: <https://www.kean.edu/offices/affirmative-action>.

Americans with Disabilities Statement

Students with documented disabilities who may need instructional accommodations or special arrangements in the event of an evacuation should notify the instructor as soon as possible and no later than the second week of the term. Students may also contact The Office of Accessibility Services by phone at (908) 291-3137 or email accessibilityservices@kean.edu to discuss special needs, accommodations and arrangements.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in education programs or activities. Sexual harassment in any form will not be tolerated at Kean University. Sexual harassment by students should be reported to the Office of Affirmative Action Programs, Office of the Vice President for Student Affairs or the Office of Community Standards and Student Conduct immediately. Information about the University's Sexual Misconduct Policy may be found at the following: <https://www.kean.edu/offices/policies/sexual-misconduct-policy>.

For more information on Title IX, please see this [link](#).