

Department of English and Foreign Languages  
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**ENG 567 Syllabus  
Practicum in Teaching College Composition**

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Office Hours: MWF, 11-12; TTh, 11-12; others by appointment (and please schedule appointments)

**TEXTS**

Lindemann, Erika. *A Rhetoric for Writing Teachers*. NY: Oxford University Press, 2001.

***Writing Program Texts***

Harris, Jeanette and Ann Moseley. *Strategies for College Writing: Sentences, Paragraphs, Essays*. 2<sup>nd</sup> ed. NY: Allyn & Bacon, 2000.

Lunsford, Ronald F. and Bill Bridges. *The Longwood Guide to Writing*. 3<sup>rd</sup> ed. New York: Longman, 2005.

Various readings as presented in class or assigned

**PURPOSE**

ENG 567 has two purposes:

1. to examine contemporary issues in the theory and pedagogy of rhetoric and the teaching of writing, including the composing process, expressive writing, evaluating and responding to student writing, teaching grammar, and collaborative learning.
2. to provide a working support group for new teachers in the Freshman Writing Program.

**EVALUATION**

**A. Participation**

1. Attend and participate in in- and out-of-class activities as assigned.
2. Keep a Learning Log, including your responses to formal and informal writing assignments, readings, and discussions.
3. Do one of the following:

(a) keep a Teaching Log, a class-by-class record of your teaching to include objectives for a given class meeting, assessments of success in achieving those objectives, and commentary/questions for class discussion,

(b) develop a Teaching Strategies Log, in which you develop classroom applications of the principles, theories, and practices discussed in ENG 567.

## **B. Research Project and Oral Report**

Write a research paper of at least 10 pages on one of the following:

1. Complete a research project on a problem in teaching freshman composition. This project will challenge you to examine a particular aspect of our first-year writing program—e.g., its theoretical base or particular classroom or training practices—that you feel strongly about and believe should be addressed differently. Your job is to research the problem thoroughly and develop an alternative approach, either for individual practice or for the whole program. The research may or may not lead to change but should result in greater understanding of the program’s conceptual framework and, ideally, stronger individual practice and improved program quality.

2. Write an in-depth assessment of one of the first-year writing program’s texts (either *Strategies for College Writing* or *The Longwood Guide to Writing*). How theoretically and/or pedagogically sound does the book you write about seem to be? On what do you base your assessment? Would you recommend replacing it? Why or why not?

3. Identify a particular teaching strategy or issue or problem; research it, and prepare a comprehensive report on it. You might consider such questions as these:

- ▶ What should the role of grammar instruction be in a comprehensive writing program?
- ▶ How may we best help our students develop a sense of style in their writing?
- ▶ How may we help our students make a distinction between revising and editing?

At semester’s end, you’ll present an oral report based on your research project.

## **C. Annotated Bibliographies**

Prepare annotated bibliographies for any three of these topics: composing process, evaluating and responding to writing, grammar instruction, assignment making, and collaborative learning.

## **D. Writing Process Description**

Write a formal description of your writing process.

## **E. Grades**

Participation and Learning and Teaching Logs	40%	
Research Project and Oral Report		20%
Annotated Bibliographies	30% (10% each)	
Writing Process Description	10%	

## **PLAGIARISM AND ACADEMIC MISCONDUCT**

It is academically dishonest, and often illegal, to present someone else's ideas of writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources. Documentation includes marking quotations as well as providing notes, citations, and a reference list. If you receive assistance from a source other than your instructor, your colleagues in the class, or The Writing Center, then you must acknowledge that assistance. Identify the source and the nature of the assistance in an acknowledgments note at the end of the assignment. Failure to acknowledge constitutes academic misconduct. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You will be held responsible for furnishing upon request all the sources and preliminary work (notes, rough drafts, etc.) that you used to prepare written assignments. If you cannot produce those materials upon request, the assignment will be considered incomplete and so will not fulfill the requirements. You will be given the opportunity to redo the assignment on a different topic, one you negotiate with your instructor. Further, you are also responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit it as their own. Allowing your work to be used in this manner constitutes academic misconduct.

Plagiarism and academic misconduct of any kind may constitute grounds for failing this course and may result in further disciplinary action according to university policy. Consult the *SHSU Student Handbook* regarding your responsibilities and rights concerning plagiarism and academic dishonesty. (In addition, writing textbooks often contain useful discussion of plagiarism.)

### **ATTENDANCE POLICY**

You are responsible for your success in this class, so regular attendance is important. After your third absence, your grade may be adversely affected by additional absences. For each absence over five, you may be assessed a five-point deduction from your end-of-semester grade.

### **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. 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 after the absence. University policy 861001 provides the procedures to be followed by the student and instructor.

## **AMERICANS WITH DISABILITIES ACT**

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 this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center. Please contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

## **THE WRITING CENTER**

The Writing Center is located in 111 Farrington; its phone number is 4-3680. It is open Monday through Thursday from 8:00 a.m.-7:00 p.m. on Friday from 8:00 a.m.-3:00 p.m. and on Sunday from 2:00 p.m.-7:00 p.m. The Writing Center is a place you can go for help with your writing in all your classes, including developing ideas and then structuring them in a paper. You may also visit the Writing Center online: [www.shsu.edu/~wctr](http://www.shsu.edu/~wctr). There is no additional charge for using the Writing Center, and we encourage you to do so.

## **SYLLABUS CONSTRUCTION**

A syllabus is a living thing—it grows throughout the semester. Which is to say that all handouts, including assignments, discussion summaries, and so on, conspire to constitute your syllabus. Keep these additions to this initial document handy, as they'll outline such things as reading assignments and due dates. As Yogi Berra put it so eloquently, "It ain't over till it's over."