

Fall 2015

## **ENGL 6281**

Kim McDonald  
*University of New Orleans*

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

**This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.**

---

### **Recommended Citation**

McDonald, Kim, "ENGL 6281" (2015). *University of New Orleans Syllabi*. Paper 495.  
<https://scholarworks.uno.edu/syllabi/495>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact [scholarworks@uno.edu](mailto:scholarworks@uno.edu).

English 6281-601  
Kim C. McDonald

Theory & Practice of Teaching Writing  
Email: [kmcdonal@uno.edu](mailto:kmcdonal@uno.edu)

MW 4:30-5:45  
Office: LA 371

LA 306  
Phone: 280-6473

**Office Hours:** Mon and Wed: 11:00 – 11:30 AM; 2:00 –4:00 PM  
Fri: 11:00 – 11:30 AM; 2:00 –2:30 PM  
Other times by appointment

**Texts:** *Freshman Composition*, Coxwell-Teague and Lunsford, Eds. ISBN: 9781602355187  
Additional articles (I will post links or PDFs—you may need to print these for discussion)

**Description:** This course is a graduate-level introduction to a scholarly field, contemporary composition studies, and the application of the work in this field to the teaching of writing, particularly at the college level. Using works by a number of scholars, theorists, and researchers, we will explore the background and development of the field, examine some of the major theories of composition and the pedagogical approaches that they have influenced, and experiment with and discuss the usefulness and relevance of various practices developed to aid writers with various aspects of producing written work.

**Objectives:** Students who engage in the work of the course should acquire the following:

- Knowledge of the broad historical backgrounds of rhetoric and composition
- Knowledge of the various schools of thought on composition theory and pedagogy
- Practice in preparing and presenting scholarly work in the field
- Practice in assessing and responding to writing
- Ability to evaluate materials for use in composition pedagogy
- Ability to design a composition course focused on desired outcomes
- Ability to assess and synthesize theory and research into their own philosophy of composition

**Assignments and Weighting of Grades:**

- |  |     |
|--|-----|
| ➤ Annotations of Articles for Discussion   | 10% |
| ➤ Reading facilitations (with written component--questions/comments—to submit to me)       | 10% |
| ➤ Report on class observation  | 5%  |
| ➤ Annotated bibliography on topic you have chosen (7 entries minimum)                      | 10% |
| ➤ Presentation (and self-reflection) on (same) topic chosen                                | 10% |
| ➤ Essay on topic   | 20% |
| ➤ Evaluation of a student essay with rationale (3-5 pages of rationale, citing references) | 15% |
| ➤ Philosophy of teaching composition   | 20% |

NOTE: I may make some changes to the assignments and the weighting, but this will give you a good idea of what you'll produce.

**Class Meetings:** Classes will include discussion of readings, demonstration of classroom approaches, discussion of classroom practices, participation in the kinds of activities we might have students complete in our classes, etc.

**Attendance:** You are allowed to miss three classes before absences will affect your final grade for the course, but please don't miss class unless it is unavoidable—much of the information you'll glean from this course comes from discussion engendered by the readings, and your awareness of and ability to incorporate the ideas from these texts into your own work will affect your final grade. Any absences beyond three (or multiple instances of being late or leaving early) will negatively affect your final grade for the course. Habitual tardiness is also an issue.

**Annotations of Articles for Discussion:** Each of you will be assigned to write an annotation for a few of the texts we read for discussion. These annotations must be posted on Moodle before the class in which the reading will be discussed. The annotations will usually (unless otherwise indicated) consist of the bibliography entry (in 2009 MLA style), a paragraph (or two) summarizing the text, and your response (another paragraph) to the ideas presented. The summary must be objective; the responses may express your individual opinions about the texts and should also point out connections to other readings or discussions, suggest possible application to classroom practice, and/or comment on any other information you feel is useful and important in connection to the articles.

**Reading Facilitations:** You will also be assigned specific articles for which you will facilitate discussion of the readings. You will need to submit a written component to me the day you facilitate (the questions/comments you plan to bring up—it may not be what you cover, but it should be a plan of what you might discuss).

**Class Observation (and Report):** You will visit at least one class taught by a faculty member and submit a short (approx. one single-spaced page) report of your visit.

**Annotated Bibliography, Essay, and Presentation on a Topic of Your Choice:** At the beginning of the course we will read articles and have discussions on a number of topics related to comp theory and practice, from which you will choose a topic to research individually. You will produce an annotated bibliography, an essay, and a class presentation on this topic. No more than two of the seven minimum sources may be texts we have read and discussed (you can use more, but at least five entries on the bibliography must be for articles we aren't reading for class).

**Evaluation of a Student Essay:** Over the semester we will read several articles on evaluating student writing, we will look over and discuss student drafts and approaches to responding to these in ways that might be most helpful for students. You will then apply the information from readings and our discussions when, working with student drafts we have not discussed, you will write comments on the essay directed toward the student writers and provide an explanation (rationale) for your strategies in making comments, directed toward other assessors of writing.

**Philosophy of Teaching Composition:** The capstone assignment will be a philosophy of teaching in which you synthesize the information from articles, discussions, presentations, etc., to present and defend what you feel would be an appropriate approach to teaching writing to freshman composition students, including reference to theorists and compositions specialists whose ideas have influenced your approach.

**Standard University Statement on Academic Integrity:** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at [http://www.uno.edu/%7Estlf/Policy%20Manual/student\\_policy\\_manual\\_frames.htm](http://www.uno.edu/%7Estlf/Policy%20Manual/student_policy_manual_frames.htm)

**My Statement on Plagiarism:** Plagiarism at ANY level is a serious offense, but it can ruin your chances at a career in your discipline if it occurs at the graduate level. If you have ANY questions about evaluating, integrating, or citing sources, this is the time to ask. Do NOT be embarrassed—citation is complicated, so please feel free to bring up any questions in class. Academic dishonesty can result not only in failing an assignment or course, but expulsion from the university, even if it is unintentional, and many of you will be responsible at some point for teaching students what they must know so they don't make mistakes that could deleteriously affect their careers.

**Accommodations for Students with Disabilities:** Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services (UC 260) each semester and follow their procedures for obtaining assistance.

**Tentative Due Dates for Major Assignments:** Please note that these dates are very tentative and are likely to change:

Annotations and Facilitations:	Individual assignments will be given 2 <sup>nd</sup> or 3 <sup>rd</sup> week of class.
Report on class observation:	September 23
Annotated bibliography on topic:	September 30
Evaluation of a student essay w/ rationale:	October 14
Draft of essay on topic	October 21
Presentations on topics:	October 26 and 28
Revised essay on topic	November 4
Philosophy of teaching composition	December 2
Final exam period	December 9, 5:30-7:30