

ENGLISH 410/410G—Theories of Composition and the Practice of Writing

Dr. Peggy Otto

E-mail: peggy.otto@wku.edu

Office: Email or use calendly .

Class Modality: Hybrid; Web; Zoom

Term: Fall 2024

Location: COHH 1101 & Zoom

Time: Th 5:00-7:45

Virtual Office Hours: Email with a request for a zoom conference, available M thru Th 9:00-4:00 most weeks; 5:00 or later by special request. You may also schedule through calendly for M-Th 9-4 appointments.

****In order to be counted present for any class meeting, you are expected to check in on time via the zoom link and remain present for the entire designated time. Your registration for a class makes you a part of that specific learning community, where you are expected to have an ongoing role and influence.**

***On some evenings, the class may meet synchronously 5:00-6:20 followed by asynchronous activities to account for the remainder of class time. Please remember that these activities, when they are assigned, represent regular “class” time and are to be distinguished from additional normal reading and class preparation time.**

Course Prerequisites: ENG 300 and either ENG 302 or ENG 304/204.

****If you did not make at least a B in ENG 204, 302, or 304, you might reasonably expect to have to put in extra time reviewing principles of basic grammar [parts of speech, phrases, clauses, sentence types, and the interrelationships among these]. If it has been some time since you took ENG 204, 302, or 304, you might also find that you need more review of basic grammar principles. See the section below “A Word about Grammar.”**

Required Texts:

Gallagher, Kelly. *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. Stenhouse, 2011. ISBN-13: 978-1571108968.

Noden, Harry. *Image Grammar: Teaching Grammar as Part of the Writing Process*. Second Edition. Heinemann, 2011. ISBN-13: 978-0325041742-13.

Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Heinemann, 2013. ISBN-13: 978-0325048062.

Other readings and videos will be available on the Bb course site.

****You are expected to have the appropriate text and hard or electronic copies of any Blackboard readings at hand at the class meetings for which they are assigned.****

Important Dates:

Classes Begin: M 8/19

Last Day to Add or Drop a Class without a grade: M 8/26

Last Day to Opt Out of Big Red Backpack: F 8/30

Labor Day [no classes]: M 9/2

Spring Break: M-T 10/7-10/8

60% point: 10/20 (Students who do not withdraw but who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Last Day to Withdraw from a Class with a W: M 10/28

Election Day [no classes]: T 11/5

Thanksgiving Break: W-F 11/27-11/29

Final Exams: M-Th 12/2-12/5

Grading (1000 points): *See additional requirements for Graduate and Honors below.

<i>Multigenre project</i>	250 pts.	A = 900-1000 pts. B = 800-899 pts. C = 700-799 pts. D = 600-699 pts. F = 0-599 pts.
[10 pages, 6 genres, plus intro, endnotes, and bib]		
<i>3 Unit exams [50 pts. ea.]</i>	150 pts.	
(1) Writing Process		
(2) Genres, Modes, and Forms		
(3) Assessment and Evaluation		
<i>Mini-lesson</i>	150 pts.	
[lesson plan and teaching a targeted, specific grammar concept as it applies to a writing skill]		
<i>*Modelled Writing Mini-unit</i>	250 pts.	
[rationale with goals, context, & research sources; authentic contemporary model; prompt & rubric; sample one-day lesson plan]		
<i>Participation</i>	200 pts.	
[discussion posts and class discussion based on assigned readings; writing workshop participation]		

Rounding up: I do not round up. A score of 899.6 would receive a B.

***Graduate Students:** Graduate students will develop a 20-page multigenre paper with at least 8 genres for the Multigenre Project and submit an annotated bibliography including at least 8 academic sources as part of the Modelled Writing Project. **Graduate students will have the option of substituting a 15-page seminar paper with at least 8 sources as a substitute for the modelled writing mini-unit.** For this option, a paper proposal should be submitted at midterm and follow-up individual conferences with plans and drafts scheduled during the latter half of the semester.

***Honors Augmentation:** Students who contract for the Honors augmentation will be required to write a 15-page multigenre paper including 8 genres for the Multigenre Project. They will be required to submit an annotated bibliography with at least 6 academic sources as part of the Modelled Writing Project.

Special Note: The focus in this course is teaching writing. We address principles of composition pedagogy that are relevant to middle grades through first- and second-year college composition. If you are interested in classical theories, please consider English 412: Theory and Practice of Rhetoric instead. If you are not at all interested in teaching, this course will probably not be a good fit for you.

Learning Objectives:

Students who succeed in this course will have learned how to do the following:

Reading

- Read and analyze academic texts from a variety of professional sources in the teaching of writing.
- Comment critically and professionally on arguments presented in academic sources, orally and in writing.

Composing

- Produce texts that use narrative, explanatory, and argument strategies in creative ways to illuminate a topic.

- Make choices of voice, tone, structure and usage based on an analysis of audience and rhetorical situation.
- Use the conventions of edited standard English correctly, or make intentional and rhetorically appropriate adjustments for specific effects.
- Use MLA or APA documentation style correctly.

Collaboration

- Work in a writing workshop environment that includes providing and receiving feedback in collaboration with peers and the instructor
- Collaborate with peers to assess writing samples and develop plans for addressing revision needs or developing mini-lessons

Teaching

- Design writing lessons based on the Common Core Standards for ELA and Literacy or WPA Outcomes, using research-based teaching strategies
- Provide substantive, sensitive, and productive feedback to writers during the drafting phase of composition
- Explain and apply the principles of English grammar for the improvement of style, voice, and tone in written texts

A Word about Grammar – One of the prerequisites for this class is a previous grammar course. We will be applying basic principles of grammar for the teaching of writing; therefore, extensive review of grammar principles and terminology will not be part of the class and may need to be done on your own. During the semester, you will be teaching a mini-lesson to your peers, and part of your grade on that assignment will be based on demonstrating an accurate understanding of any grammar principles involved.

Class Modality: The class will be offered in a hybrid format that includes both synchronous and asynchronous work with the whole class meeting both in person and via zoom once a week. Other work will be assigned to complete online during the week. Due dates for online assignments will vary, but the deadline for submission will be 11:00 p.m. on the designated due date. Assignments commonly involve reading composition pedagogy texts, participating in asynchronous online discussions, workshops, and activities. Following are suggestions for success in a hybrid or online class.

Participation – Contributing to discussions of issues in the profession is critical to your success in the class. Discussions will be held both during regular class zoom times and also asynchronously through class Discussion Forums on Blackboard. Plan to contribute to class zoom time discussions in the following ways: *state* points about the readings, ask questions to *clarify* or *challenge* the readings, *support* others' points with additional evidence or observation, *question* others' points with alternative evidence or observation, *connect* points among discussants and texts, or *propose* a new way of looking at an issue from a different perspective. For Discussion Forums on Blackboard, post consistently, address the question or prompt directly, use professional language, and observe standards of academic English. Try to use more formally constructed language than you would tend to use in a face-to-face discussion. Responses that only vaguely address the questions at hand or reflect superficial thinking and unsupported opinions will receive no credit.

Attendance – Attending class is integral to participation. I do not count absences as excused or unexcused. You are allowed one absence without penalty. After the first absence, each additional absence will result in a 5% [50/1000 pts.] deduction from your final course grade. If extenuating circumstances arise during the course that affect your attendance and participation, we will meet to discuss your individual case.

Late Work – All assignments are expected to be submitted in the specified form on or before the due date, regardless of absences or technology problems. You are allowed one extension on a major assignment, after which any additional late assignments will receive a grade deduction of 10% for that assignment per week. Late work will not be accepted after two weeks from the due date. If you expect to have extenuating circumstances that would prevent you from turning in work on time, contact me so that we can discuss your situation. There is generally no make-up for exams, presentations, postings, and workshops.

Incompletes - Incompletes may be granted only for extenuating circumstances. When extenuating circumstances arise—for example, if a student in the military is deployed or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Contact – Outside of zoom class time, you and I will communicate mainly via email. In your emails, please provide a phrase in the heading line that identifies the topic of your question or concern and identify the class [ENG 410]. This will help me respond more quickly. I will also be available for individual zoom appointments at the times listed above [MTh 9:00-4:00] per your request. To make an appointment, email me with your request at least 24 hours ahead of time, and I will send you a link. I will try to accommodate all appointment requests but cannot guarantee an appointment that has not been requested 24 hours ahead of time.

You should check your WKU email regularly for messages and announcements from me. I check my weekend email on Sunday evenings, and on weekdays periodically throughout the day between 9:00 and 4:00. I try to respond to emails within 24 hours, other than requests for appointments, which I will answer as immediately as I can and ahead of other messages. That's why it's important to tag the subject line appropriately. Using the subject heading Appointment Request will get my attention for a more immediate response.

I am generally not available to take phone calls or read emails on weekends or weekday evenings after 5:00. So when you email me late at night or very early in the morning and wonder why I haven't responded, please remember that. I will make every effort to be available if you are confused or struggling with an assignment at any stage. I have thought carefully as well about the aids that I have posted on Bb, so that you will have relevant resources at hand.

Technology – You need easy and reliable access to Blackboard and zoom to participate in this class. If you have trouble accessing Bb or zoom, you will find the course challenging. *Remember to have back-up technology plans because computer problems will not excuse you from the work of the course.*

Accountability – I am here to work with and help you, but you are accountable for your performance in the course. If you are negligent in your duties as a student, I ask that you take responsibility for your actions. *Your accountability starts with your careful reading of this syllabus.*

I am open to your suggestions or concerns about the course and am willing to talk with you at any time about how to improve your learning experience. If you have suggestions about things that might be done differently or better, I am willing to listen and make reasonable adjustments, as long as they benefit the whole class and further the objectives of the course`

Assignment Submission – It is your responsibility to ensure that I receive your work. You also should back up all of your work and plan on saving it for some time, especially materials you will use in future assignments, such as planning materials and early drafts.

Major Assignments

The major assignments of the course are the multigenre project (250 pts), which is a collection of your own writings on a chosen topic, and a modelled writing project that includes a rationale, prompt, authentic contemporary model, and one-day sample lesson (250 pts). These projects together count 500 points toward a 1000-point total for the semester. These are ongoing projects that you will complete in parts, sharing some of your work in writing groups along the way.

In addition, you will have weekly discussion posts over the course readings, other asynchronous activities, and participation in writing workshops. Together, these will count 200 points toward the final grade.

Third, each of you will have a one-time responsibility during the semester to teach a grammar-based composition skill based on the Noden text. The mini-lesson and the presentation will count 150 pts.

Finally, you will have three short unit exams over (1) the writing process; (2) genres, modes, and forms; and (3) assessment and evaluation. Each exam will be worth 50 pts.

Detailed instructions for each assignment will be available in the Major Assignments folder on our Blackboard course site.

Weekly Work Flow: The work of the course will include both short-term and long-term goals. In the short term, a typical week of work will include reading the assignment and/or watching the video, posting to the discussion board, and participating in the zoom meeting. On one week, you will have responsibility for a mini-lesson. On certain weeks, there will be exams. In the long term, you will be working on the multigenre project and the modelled writing project.

Tentative Due Dates

Week 3	Multigenre Proposal due Exam #1
Week 5	Multigenre Partial Draft due for Workshop
Week 6	Exam #2
Week 7	Multigenre Extended Draft due for Workshop
Week 8	Exam #3 Multigenre Complete Draft due for Workshop
Week 9	Writing Prompt due for Workshop
Week 10	Final Multigenre Project due
Week 11	Model text and rubric due for Workshop
Week 13	Rationale due for Workshop
Week 15	Finals Week: Complete Modelled Writing Project due.

Resolving Complaints about Grades -The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX Misconduct/Assault Statement - Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based

Discrimination, Harassment, and Retaliation (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement - In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Pregnant and Parenting Students Notice: Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at www.wku.edu/titleix/ under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU’s Title IX Website at www.wku.edu/titleix/.

Inclusion Statement - Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus

purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement - The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (GWJᏌᏉᏍᏏ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."