

Foundational Studies—Composition*

English 307: Writing for Teachers of English

- 1. Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers:** This course is for advanced English Teaching majors who already have a strong sense of the writing process. However, the course complicates the process by requiring them to write in unfamiliar formats (memos, reviews, letters of recommendation, and others) that they will use during their professional lives.
- 2. Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters:** All of these matters, and more, are implicit in professional writing, and these criteria, among others, form the basis on which papers are evaluated.
- 3. Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience:** Students write to varied audiences: memos to administrators, letters of recommendation to scholarship committees, cover letters to prospective employers, book recommendations to fellow teachers, and so on. Projects require different rhetorical strategies because they have distinct forms, unique purposes, and different audiences.
- 4. Assess the usefulness and reliability of sources, including Internet sources:** At least once a week, students read journal articles on teaching, schools, education, and educational strategies; these articles represent a wide range of perspectives. Through class discussion, students learn to gauge a text's credibility and applicability to teaching contexts.
- 5. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly:** The final project—the school profile—requires students to complete field research, use governmental and school websites, and school-based printed documents to produce thesis-based papers that analyze the effectiveness of individual schools. In addition, students take part in panel discussions of six professional journals in English.
- 6. Exhibit critical thinking as readers and as writers:** Critical thinking and writing are implicit in professional writing; thus, they are taught, practiced, and stressed throughout the course.
- 7. Understand the relevance of writing to real-world situations:** The major projects in this course are based on the kinds of writing that teachers do during their professional lives: family educational profiles, request memos, letters of recommendation, book recommendations, résumés/cover letters/course lists, and school profiles. What could be more “real-world” than that?

* The Foundational Studies goals in composition are based on the goals presented in *Writing at ISU* (2005), a Department of English document that articulates the overall goals of the Writing Program, as well as goals for individual courses.

English 307: Writing for Teachers of English

Fall 2009: Root Hall A-111 at 10:00-10:50 MWF

Dr. Robert Perrin

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CATALOG DESCRIPTION:

English 307, Writing for Teachers of English—3 hours. An advanced course in expository writing, with some attention to creative writing. Study of theories of rhetoric and composition, as presented in professional articles and books, and application of theories to the students' own writing. Practice in writing articles on the teaching of writing. Required of English majors on the teaching curriculum. [Fulfills General Education/Basic Studies requirement]

OVERVIEW:

English 307 is designed to prepare future teachers of English to write during their professional lives; consequently, it has unique content-specific and project-specific goals.

OUTCOMES:

By the end of English 307, students should be able to

- *demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers (FS Comp 1);*
 - *demonstrate increasing mastery of the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters (FS Comp 2);*
 - *exhibit critical thinking as readers and writers (FS Comp 6);*
 - *write clear, detailed, organized papers of varied lengths in a variety of professional formats: reflective essays, book reviews, critical evaluations, and descriptions of pedagogical practices (FS Comp 3);*
 - *prepare materials appropriate for future job searches – cover letters, résumés, and course lists (FS Comp 3 and 7);*
 - *synthesize and critique material from a variety of print and electronic sources with an emphasis on scholarly and professional publications (FS Comp 4 and 5);*
 - *document sources properly (FS Comp 5);*
 - *discuss and write about the characteristics, values, and impacts of journals and the opportunities they provide secondary English teachers (FS Comp 5);*
 - *discuss and write about critical issues of pedagogy: writing as a process, writing to learn, collaborative work, evaluation and grading, designing writing assignments, and writing within language arts curricula (FS Comp 5 and 6).*
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TEXTS:

Perrin, Robert. *The Beacon Handbook*. Rev. 6th ed. Boston: Houghton, 2009. Print.

“Readings for Future Teachers with Assignments.” Ed. Robert Perrin. 14th ed. (Available at Goetz Printing and Copy Center, 16 S. 9th Street; 232.6504)

POLICIES:

1. *You must attend class regularly. Your grade for attendance will be determined in this way: A (0-1), B (2-3), C (4-5), D (6-7), F (8+). I require verification for excused absences. If you miss ten or more classes, you will fail the course. [FS Syllabus]*
2. *You must be actively involved in class – which, of course, includes discussions of reading assignments, preparation of question cards (see below), and participation in day-to-day activities; your participation grade can be no more than two grades higher than your attendance grade. Your attendance and participation grades will be averaged in order to calculate your final grade. [FS Syllabus]*
3. *Out-of-class work must be typed, following MLA style and documentary form. Laser- or inkjet-printed manuscripts are required. (See Beacon Handbook, Chapter 34, for complete guidelines.) [FS Syllabus]*
4. Papers are due on the assigned days, at the beginning of the period. Late papers will receive lowered grades, usually one letter grade for every calendar day (not class session) that a project is late.
5. I give few extensions on assignments; except in emergencies, requests for extensions must be made *in advance*.
6. On days when reading is assigned, prepare at least *two* reading-related questions on a 3-by-5 index card; on peer-editing days, prepare *two* writing-related questions on a 3-by-5 index card. Present your card (with your name on it) at the beginning of the period.

REQUIREMENTS:

1. You will complete a wide variety of papers/projects for this class, nine in all: seven short papers (under five-hundred words), a résumé with accompanying cover letter and course list, one moderately long documented paper (1,000 to 1,500 words), and a final.
2. You will participate in the discussion of articles on varied aspects of English teaching.
3. You will also take part in a focused discussion of one professional journal in English. You will select your journals soon and, working with several other class members, present an overview of the journal for the class; the panel must present a single-page summary of the journal; each discussant must submit a separately prepared written evaluation of the journal.

English 307 (MWF) SCHEDULE

Fall 2009

Dr. Perrin

<i>Date</i>	<i>Description of the Day's Activities</i>	<i>What's Needed or DUE</i>
AUGUST		
26	Introduction to the Course	***
28	Introduction – continued Assign Project 1 (Description: Person)	DUE: Questionnaires: Forms A and B (65-68); bring Assignment Sheet: Project 1 (70).
31	Heuristics	Read <i>Beacon</i> 2-15.
SEPTEMBER		
2	Peer Editing: Project 1; preview Project 8 (School Profile)	DUE: Draft of Project 1; bring <i>Beacon</i> and question card; bring Assignment Sheet: Project 8 (90-95)
4	Assign Project 2 (Description: Place)	DUE: Project 1; bring Assignment Sheet: Project 2 (71).
7	Labor Day (No Class)	***
9	Peer Editing: Project 2	DUE: Draft of Project 2; bring <i>Beacon</i> and question card.
11	Assign Project 3 (Family Profile)	DUE: Project 2; bring Assignment Sheet: Project 3 (72).
14	What Writing Is and Isn't	Read Smith (1-6); bring question card.
16	What Is Style?	Bring <i>Beacon</i> .
18	Peer Editing: Project 3	DUE: Draft of Project 3; bring <i>Beacon</i> and question card.
21	Open Discussion of Teaching Issues	Bring question card.
23	Titles, Introductions, and Conclusions	Read <i>Beacon</i> 29-41; bring two current magazines.
25	Assign Project 4 (Request Memo)	DUE: Project 3; bring Assignment Sheet: Project 4 (73-75).
28	Students' Experiences with Writing	Read Maxwell (9-10) and McKowen (11); bring question card.
30	Panel Discussions: <i>English Journal</i> and <i>NotesPlus</i>	***
OCTOBER		
2	Peer Editing: Project 4	DUE: Draft of Project 4; bring <i>Beacon</i> and question card.
5	Topics for Students' Writing	***
7	Problems with Students' Writing	***
9	Fall Break (No Class)	***
12	Assign Project 5 (Letter of Recommendation)	DUE: Project 4; read Perrin (12-14); bring Assignment Sheet: Project 5 (76).
14	Role, Reader, and Purpose	Read Booth (16-22); bring question card.
16	Peer Editing: Project 5	DUE: Draft of Project 5; bring <i>Beacon</i> and question card.
19	Sentence Variety	Read <i>Beacon</i> 252-62; bring photocopies of two recent essays that you've written.
21	Open discussion of Teaching Issue	Bring question card.

23	Assign Project 6 (Book Recommendation)	DUE: Project 5; bring Assignment Sheet: Project 6 (77-79).
26	Writing Theory/Writing Practice	Read Larkin (24-27); bring question card.
28	Varied Writing Activities	Read Hipple (28-33); bring question card.
30	Peer Editing: Project 6	DUE: Draft of Project 6; bring <i>Beacon</i> and question card.
NOVEMBER		
2	Assign Project 7a (Résumé and Course List)	Bring Assignment Sheet: Project 7a (80-86); begin collecting materials (list of courses, dates, grades, phone numbers, addresses, etc.).
4	Panel Discussions: <i>Exercise Exchange</i> and <i>Education Digest</i>	***
6	Review of Samples (Project 7a)	DUE: Project 6; bring samples (Project 7a, 82-86).
9	Review of Samples (Project 7a)	Bring samples (Project 7a, 82-86).
11	Peer Editing: Project 7a	DUE: Draft of Project 7a; bring <i>Beacon</i> and question card.
13	Assign Project 7b (Cover Letter)	Bring Assignment Sheet: Project 7b (87-89).
16	Contexts for Teaching	DUE: Project 7a; read Perrin (36-40); bring question card.
18	Open discussion of Teaching Issues	Bring question card.
20	Peer Editing: Project 7b	DUE: Draft of Project 7b; bring <i>Beacon</i> and question card.
23	Assign Project 8 (School Profile)	DUE: Project 7b; bring Assignment Sheet: Project 8 (90-95).
25-27	Thanksgiving Break (No Class)	***
30	Contexts for Teaching	Read Shaughnessy (41-46); bring question card.
DECEMBER		
2	Panel Discussion: <i>Clearing House</i> and <i>Indiana English</i>	***
4	Grading in a Context	Read Perrin (48-51), Lees (52-56), and Wilson (57-63); bring question card.
7	Grading – continued	***
9	Peer Editing: Project 8	DUE: Draft of Project 8; bring <i>Beacon</i> and question card.
11	Course Evaluation	DUE: Project 8; DUE: Completed course evaluation (97-98); #2 pencil.
14	Final Exam	10:00-12:00: Project 9 (96).

GRADE SHEET

STUDENT

Basic Point Values

A	=	12
A-	=	11
B+	=	10
B	=	9
B-	=	8
C+	=	7
C	=	6
C-	=	5
D+	=	4
D	=	3
D-	=	2
F	=	1

Weight per Assignment

Project A (Journal Reviews)	1
Project 1 (Description: Person)	1
Project 2 (Description: Place)	1
Project 3 (Family Profile)	1
Project 4 (Request Memo)	1
Project 5 (Letter of Recommendation)	1
Project 6 (Book Recommendation)	1
Project 7 (Cover Letter, Résumé , Course List)	1
Project 8 (School Profile)	2
Project 9 (Final Exam)	1
Participation and Attendance	1

TOTAL 12

To compute your grade, find the *basic point value* for each assignment and multiply it by the *weight per assignment*: that will give you the total point value you have received for each assignment. Then add the points for all assignment grades and compare your total to the *grade range* below: that will indicate your grade for the semester. Please be aware that a 0 (zero) for any assignment will result in your failing the class.

Grade Range

A	138-144
A-	126-137
B+	114-125
B	102-113
B-	90-101
C+	78-89
C	66-77
C-	54-65
D+	42-53
D	30-41
D-	18-29
F	0-17

Project A	_____
Project 1	_____
Project 2	_____
Project 3	_____
Project 4	_____
Project 5	_____
Project 6	_____
Project 7	_____
Project 8	_____
Project 9	_____
Participation and Attendance	_____

TOTAL / GRADE _____

Plagiarism: Descriptions, Policies, and Statements [FS Syllabus]

Excerpt from Perrin's *Handbook for College Research* (rev. 3rd ed. Boston: Cengage, 2009. Print).

Plagiarism, from the Latin word for kidnapping, is the use of someone else's words, ideas, or line of thought without acknowledgment. In its most extreme form, plagiarism involves submitting someone else's completed work as your own; a less extreme but equally unacceptable form involves [copying and pasting] entire segments of another writer's work into your own writing; and a third form involves carelessly or inadvertently blending elements (words, phrases, ideas) of a writer's work into your own.

In all of its forms, plagiarism is academically dishonest and unacceptable, and the penalties for its practice range from failing individual papers or projects to failing courses to being dismissed from college to having degrees revoked. The seriousness of plagiarism cannot be ignored, so you must make a concerted effort to avoid this practice.

Whole-Paper Plagiarism

When students are foolish enough to submit the work of another writer as their own, they fail to consider a variety of factors that usually lead to their being discovered. First of all, instructors get to know their students well through class discussions and through the evaluation of previous writing. They learn what students are interested in; they learn how students express themselves; they learn students' sentence patterns; they learn the level of students' diction; they learn their students' technical fluency.

As a result, when a student whose interests have tended toward popular culture submits a highly scientific paper, the instructor is likely to be concerned. When a student whose language has been informal (with colloquialisms and contractions) submits a highly formal paper, the instructor takes note. When a student whose sentence style is of average complexity submits a paper with elegant, sophisticated sentences, the instructor is troubled. When a student whose word choices have been fairly average submits a paper with evocative or technical language, the instructor is justifiably surprised. When a student whose papers have been cluttered with technical errors submits a highly polished and technically flawless paper, the instructor is suspicious. In short, when a paper doesn't match a student's "writing profile," instructors notice.

Many instructors—being aware of the availability of papers on the Internet—use an Internet search engine like Google and type in a selected phrase (usually one with unusual or interesting language or a notable sentence pattern); with the sophistication of these search engines, instructors can usually locate the original source of the paper. Then the trouble for the student begins.

Avoid the serious problems that result from plagiarism of this magnitude; it is much more sensible to do your own work.

Copy-and-Paste Plagiarism

Though less extreme than whole-paper plagiarism, copy-and-paste plagiarism is equally troublesome. It is equally evident, as well. Just imagine an instructor reading through a paper that illustrates a student's familiar expression and style and then noting an abrupt shift in sentence sophistication, diction, or technical fluency. When this happens, instructors recognize work that is not the student's and proceed in a manner similar to that noted above.

Resist the temptation to copy and paste segments of e-mailed articles from databases or from portions of Web sites; such use of other's work is both dishonest and easy to recognize.

Careless Plagiarism

In some cases, plagiarism is inadvertent, the result of careless note-taking, punctuating, or documenting. However, the writer is still at fault for dishonest work, and the paper is still unacceptable.

To avoid plagiarism that is the result of carelessness in using words, ideas, or lines of thought, learn to recognize distinctive content and expression in source materials. The following qualities are most notable:

- *Distinctive prose style.* Another author's writing style is determined by choices of words, phrases, and sentence patterns, as well as his or her organizational patterns, use of headings, use of examples, use of specialized punctuation, use of illustrations, and other aspects of writing.
- *Original facts.* Most authors include some factual material that is distinctly theirs – that is, based on individual research or experience. This material is easily distinguishable from any they attribute to other sources.
- *Personal interpretations and ideas.* Most authors evaluate, assess, and comment on information in a highly personal way – creating a unique perspective on the subject or information under discussion, and a unique order (sequence) or arrangement of particular ideas or concepts.

Course Policy

The first instance of plagiarism will result in a failing grade (an *F*) for the individual assignment; other grades will then be averaged. Be aware, however, that I will report any instances of plagiarism to the Dean's office, even though the overall course grade will not necessarily be compromised.

A second instance of plagiarism will result in a failing grade for the class.

Websites to Consult

ISU's policy on academic integrity can be found at <<http://www.indstate.edu/st-aff/dean-of-students.html>>, and the "Code of Conduct" can be found at <<http://www.indstate.edu/sjp/code.html>>.

English 307 and General Education–Foundational Studies

Fall 2009

REQUIREMENT: English 307, Writing for Teachers of English, fulfills the junior-level writing requirement in General Education–Foundational Studies: Composition. *[FS Syllabus]*

OBJECTIVES: General Education–Foundational Studies courses in composition – including English 307 – have these learning objectives:

- Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers;
 - Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters;
 - Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience;
 - Assess the usefulness and reliability of sources, including Internet sources;
 - Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly;
 - Exhibit critical thinking as readers and as writers; and
 - Understand the relevance of good writing to real-world situations. *[FS Syllabus]*
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APPLICATION: The assignments in English 307 (seven papers, a résumé with cover letter and course list, a documented paper, and a final) will allow you to meet these goals, as well as the specific goals of the class. While early papers (and the peer editing that is required) will concentrate on improving your writing process and your fluency with the elements of writing, later projects address research methodologies, including field research. All of the projects are closely connected to the professional writing you will do as a teacher. *[FS Syllabus]*

LAPTOP POLICY: You are free to use laptop computers in this class, as long as their use is not disruptive. *[FS Syllabus]*

FURTHER INFORMATION: For information about the General Education– Foundational Studies program—specifically the “Sycamore Standard,” academic freedom, and the rights and responsibilities of students with disabilities—consult the General Education–Foundational Studies website (<http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>). *[FS Syllabus]*