

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

ENGL 607 **COMPOSITION STUDIES**

COURSE DESCRIPTION

This course introduces composition studies—its theory, research, scholarship and pedagogy—and the teaching of academic composition classes. Students will engage in both theoretical and practical approaches to teaching writing.

RATIONALE

This course should interest both practicing and prospective teachers of writing at middle, secondary and above, those interested in issues of literacy, and those who wish to gain practical tools for becoming better readers of other people's writing and their own.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Media player software

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate knowledge of current theories of composition studies, including current research, scholarship and pedagogy.
- B. Identify approaches consistent with best practice in the teaching of composition.
- C. Apply current research and scholarship in composition studies.
- D. Design and prepare lesson plan(s) for composition class.
- E. Integrate a Christian worldview with the practice of teaching composition.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentations

- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forum

The student will participate in a Discussion Board Forum. The thread must be 400–500 words. The student must also reply to at least 2 classmates' threads; each reply must be 100–200 words.

- D. Micro-teaching Project

The student will teach a 7–10-minute lesson. The lesson must be recorded with a digital video recording device and uploaded to YouTube. In addition, the student must submit a lesson plan and documentation of research.

The student will then watch and listen to at least 2 classmates' micro-teaching sessions on YouTube.

Then, the student will write a 1-page analysis of his/her micro-teaching session, based on feedback received from his/her peers.

- E. Journal Entries (4)

The student will reflect on what he/she is learning and experiencing as he/she journeys through the course. For example, the student will identify areas of concern, contemplate new ideas, and ask questions. Each journal entry must be at least 300 words. Hopefully, the student will feel free to write an informed discussion of his/her thoughts. Possible areas for analysis are suggested by the titles of the modules/weeks in the course.

F. Reflective Analysis of Intervention

This assignment is for students who already serve in a role as a teacher. Students who do not serve in a teacher role should complete the Alternative Assignment. The student will describe 3 individuals in his/her classroom with different writing styles: strong, average, and struggling. This analysis will chronicle efforts, as a writing teacher, to intervene and help to nurture the growth and development of each type of student writer.

G. Alternative Assignment

The Alternative Assignment is designed for prospective teachers. The student will be asked to study the writing process of 3 writers as their drafts progress from prewriting to the final draft. The student will follow the writers' progression as implied by the sum total of what has been supplied by this assignment. Essentially, the student will be asked to categorize the writers as weak, average, or strong—although all the writing comes from a basic writing course.

H. Final Exam

The Final Exam will be a combination of essay and multiple-choice questions and will be based on the textbook readings and presentations. The exam will have a 1 hour and 30-minute time limit and will consist of at least 25 multiple-choice questions and 5 essay questions.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forum	25
Micro-teaching Project:	
Research	50
Video Session	150
Lesson Plan	50
Feedback	25
Analysis	100
Journal Entries (4 at 50 pts ea)	200
Reflective Analysis of Intervention or Alternative Assignment	300
Final Exam	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 699 and below

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

ENGL 607

Textbook: Glenn & Goldthwaite, *The St. Martin's Guide to Teaching Writing* (2014)

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Glenn & Goldthwaite: chs. 1–2 2 presentations	Course Requirements Checklist Choose Assignment: Reflective Analysis of a Writing Intervention or Alternative Assignment DB Forum 1	10 0 25
2	Glenn & Goldthwaite: chs. 2–3, pp. 278–304 2 presentations	Micro-teaching Project: Topic Selection Journal Entry 1	0 50
3	Glenn & Goldthwaite: ch. 8, pp. 381–400, 2 presentations	Micro-teaching Project: Research	50
4	Glenn & Goldthwaite: ch. 4 2 presentations	Journal Entry 2	50
5	Glenn & Goldthwaite: pp. 463–480 3 presentations 1 website	Micro-teaching Project: Video Session Micro-teaching Project: Lesson Plan Micro-teaching Project: Thread	150 50 0
6	Glenn & Goldthwaite: pp. 318–341 2 presentations	Micro-teaching Project: Feedback Journal Entry 3	25 50
7	Glenn & Goldthwaite: ch. 6, pp. 309–317 1 presentation	Micro-teaching Project: Analysis Reflective Analysis of a Writing Intervention or Alternative Assignment	100 300
8	Glenn & Goldthwaite: ch. 5 1 presentation	Journal Entry 4 Final Exam	50 100
Total			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.