



TEACHING Writing

ENGL 710/810 | Fall 2021

.M1
T, 6-9 PM, Synchronous



"A fundamental belief in the students is more important than anything else."
—Adrienne Rich, "Teaching Language in Open Admissions," 273



Welcome to Teaching Writing!

This course prepares you for close, analytical, and critical reading of literary genres from across the English-speaking world throughout history. You'll build upon the skills you acquired in ENGL 401, as you write essays in response to course texts, including poetry, short stories, novels, and plays. This course provides a foundation for reading and writing about the range of literary works you'll encounter in future English courses. Together, we'll approach writing as a process. You'll have conferences with your professor and in-class workshops with your peers, as you draft, revise, edit, and reflect on your writing. This course fulfills two Discovery requirements: Inquiry and **Writing Intensive** and is a core requirement for the English and English Teaching majors.



Professor: C.C. Hendricks, PhD [**Prof. or Dr. Hendricks](#)



c.c.hendricks@unh.edu



virtual office hrs. @ [Calendly](#)

I am also available by appointment. While email is the fastest way to contact me, I check my office voicemail (603-641-4162) multiple times a week.

COURSE DELIVERY

This is an online, synchronous course. **You ARE REQUIRED to join class via Zoom on Tuesday from 6-9 pm.** Although, that is a long time to Zoom, so we'll likely not meet for the entire time slot every week, and some class time may be devoted to independent work. There may also be some days that we do not meet synchronously for conferences. Changes to the required Zoom session will be clearly noted on the course site and calendar. Zoom access instructions are available on the course site.

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During class meetings, you may be asked to join breakout groups. The collaborative nature of this course relies heavily on our participation. As such, I ask that **everyone turn on their camera as much as you're comfortable with during class sessions and small group work.** Please feel free to turn your camera off during independent work. You will not be penalized for turning your camera off as needed, but I ask that **you private message me in the Zoom chat to notify me when you won't have your camera on.** If you have your camera off more than on and have not notified me, it will negatively impact your class participation grade. At times your camera is off, you will still need to participate either via chat or unmuting yourself. In addition, everyone should mute themselves when they are not speaking to decrease background noise and interruptions. I realize many of us are working with unique challenges as we zoom from home. If you have reservations about or technical difficulties with using your camera at all, please email me in the first week of the semester.

Maintaining an inclusive classroom that fosters meaningful discussion requires everyone's respect of other's opinions, voices, and perspectives, even (and especially) when those opinions differ from our own. We will collectively create a set of ground rules for engaging in respectful dialogue early in the semester. If you feel at any time that your voice is being undervalued or suppressed by me, the dynamic of course discussions, or your classmates, please email me (c.c.hendricks@unh.edu). For more on how to engage in online discussion, see this article on "[Netiquette.](#)" While our class meets over Zoom, if you plan to use campus resources to join class sessions, you will need to remain compliant with mask requirements and testing protocols. For more, see [UNHM's COVID-19 site.](#)

LEARNING OBJECTIVES

By the end of this course, you will be able to:

- Read and respond to a variety of theoretical and practical approaches to secondary writing instruction
- Navigate current best practices for writing instruction, as informed by the [Common Core State Standards \(CCSS\)](#) for English Language Arts and the [National Council of Teachers of English \(NCTE\)](#)
- Evaluate and practice designing curriculum for teaching narrative, informational, and persuasive writing
- Create and practice implementing instructional methods, including lesson planning, assignment design, assessment, and classroom management
- Implement current best practices of summative and formative writing assessment.
- Engage with pertinent issues within contemporary writing instruction, including inclusive and multimodal teaching



ASSIGNMENTS



Class Participation

Satisfactory participation involves:

- making thoughtful contributions to class discussion and activities
- asking substantial questions
- making room for others to speak
- contributing to small group work.

I will record notes during each session on your participation in class discussions and activities. If you are concerned about your participation at any time, email me. If I am concerned about your participation, I will notify you in our conferences. If you have reservations about speaking in small or large groups, please email me and we'll find alternative methods of participation.



Teacher's Blog Entries


You will complete low-stakes writing and reading activities in every class meeting, which you will submit on the Canvas course site as teacher blog posts. If you are absent, you are still responsible

for completing that day's blog post. I will not assess entries for quality, but for effort and completion. Teacher blog prompts, due dates, and expectations for completion will be available on the Canvas course site. In addition to your participation during sessions, timely completion of these entries will account for 10% of your final course grade.



Read Carefully & Critically

The readings introduce arguments, examples, and key concepts, and enlarge context for class discussion. Your success in this course depends on your timely and critical reading of all the assigned texts. Come to class prepared to discuss confusing or challenging passages.



REQUIRED MATERIALS

- **Textbooks** (available for purchase in the UNH bookstore or online):
 - Kirby, D., & Crovitz, D. (2013). Inside Out: Strategies for Teaching Writing. 4th Ed. ISBN: 9780325041957.
 - (UNH Library E-book) Glass, K. (2017). The Fundamentals of (Re)Designing Writing Units. Solution Tree Press.
 - (Recommended) Sommers, N. (2013). Responding to Student Writers. 9781457619342.
- I will post additional readings to our Canvas course site.
- You will need dedicated access to a **laptop, computer, or tablet that is Canvas and Zoom compatible**. Laptops can be checked out (and used on campus) at the UNHM library. If you need additional help, please visit the [UNHM IT/Help Desk website](#).



Reading Responses

You will complete **three reading responses**, in which you critically engage with the course texts. I will provide discussion questions for the day's readings at the beginning of each class, which you will then use to guide your reading responses.



each reading
response

a numeric/letter
grade that can be
revised within 1 week



Grammar Lesson Plan w/ Exercise

About mid-semester, you will start building materials to be included in your final unit plan. Using the course materials, you will create a grammar exercise and lesson plan. You will also create a visual aid (i.e., handout) to accompany this activity. You will complete this assignment in drafts, including a proposal, which will receive feedback from your peers and me. After you complete this exercise, **you will be given a numerical grade that represents what you would have received if submitted in the final unit plan.** When the exercise is submitted as part of the unit plan, this grade may be improved depending on the revisions made. In other words, **this exercise will be regraded in the final unit plan.**



Mini-Unit Plan (Assignment Sequence)

Our semester will culminate with a min-unit plan that presents a series of lesson plans--including the grammar exercise--that is an assignment sequence on persuasive writing. You will complete this plan either independently or with a partner. We will vote on this decision in class; majority rules. The unit must be centered on CCSS writing standards. This mini-unit plan should include an introduction/rationale for your plan, five lesson plans, a form of summative writing assessment, such as a larger paper to end the unit, and a reflective essay (see below). You will complete this assignment in drafts, including a proposal, which will receive feedback from your peers and me.



Mini-Unit Plan Presentation

Towards the end of the semester, you will give a brief presentation of your mini-unit plan to the class. This will give you an opportunity to practice some of the teaching skills we'll read about, while also providing you with further feedback to consider as you finalize and revise your mini-unit plan. We will draft the requirements for this presentation together in class.



Mini-Unit Plan Reflective Essay

You will submit a reflective essay that accompanies your mini-unit plan in which you reflect on your pedagogical choices and incorporate course material and outside research as rationale for those choices. This essay will also ask you to consider how what you've learned in this course might inform your future teaching practices. You will complete this assignment in drafts and will receive feedback from your peers and me.



Peer Review Workshops

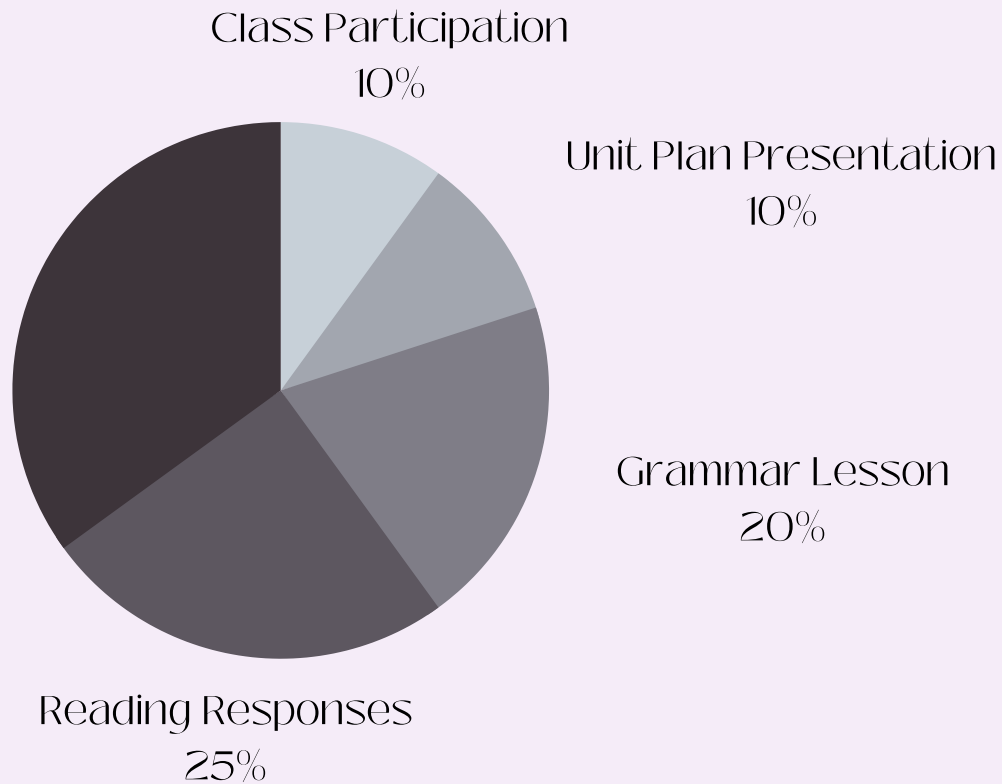
For many of the assignments, we will participate in writing workshops. I will provide specific directions for peer review for each Workshop . Attendance and participation in these workshops is vital to your success as a writer. You should attend every workshop with the appropriate draft completed. Failure to attend your workshop, to attend your workshop prepared, to actively participate in workshops, and disrespectful behavior during the workshop (although highly unlikely in a college-level course) will negatively impact your class participation grade. If I am concerned about your engagement in workshops, I will notify you in our conferences.

ENGL 810 Students ONLY

In addition to the assignments above, ENGL 810 students will lead class discussion of one of the course readings that includes discussion questions and a visual aid. You will also have additional research requirements for the mini-unit reflective essay. We will meet to collaboratively plan both the reading facilitation and exact requirements for the reflective essay. **The reading facilitation will account for 10% of your final course grade and your reflective reading responses will account for 15%, as opposed to the 25% listed in the grading breakdown below.**

Assignment sheets and collaboratively designed rubrics for all assignments will be posted on the Canvas course site throughout the semester.

GRADING



SCALE

A	100-94
A-	<94-90
B+	<90-87
B	<87-84
B-	<84-80
C+	<80-77
C	<77-74
C-	<74-70
D+	<70-67
D	<67-64
D-	<64-60
F	<60-0

Unit Plan & Essay
35%

Reading Responses
25%

Grammar Lesson
20%

Class Participation
10%

Unit Plan Presentation
10%

TIME

COMMITMENT

Consistent with UNH policy, you should expect to spend an average of **nine hours per week** completing work for this course. This is an estimation; for more on UNH's credit hour policy, see the [University Academic Requirements](#).

LATE WORK

Every assignment should be submitted by the target date when possible. Given the multiple-drafting system of the course, keeping up with these dates will ensure that you don't fall behind and become overwhelmed making up drafts. **If you are going to miss the target date, please email me when you will submit it. Assignments submitted more than 7 days late without emailing the professor will receive a zero. If you haven't made prior arrangements with the professor, no late work will be accepted 7 days after the target date.**

CONFERENCES

We will have **two virtual individual conferences**. Sign-up sheets will be on the course site. Classes will be canceled on conference days, either in whole or part.

ATTENDANCE

It is essential that you attend class, as the activities, writing workshops, and materials in class will help you to write and revise effective products. Please attend class as much as possible and if you can't attend, please notify me by email either before or as soon as you can after. As we continue to contend with the COVID pandemic, it is important that no one should attend class ill and **you will not be penalized for missing class due to an illness or suspected illness**. On the first day of class, we will compose a more specific attendance policy together that outlines parameters and potential consequences for excessive absences, which I will then post on the Canvas course site. **If you have six or more absences without notifying me whatsoever, you will no longer be able to pass the course.** I don't anticipate any of you will be in this position, however, so let's all agree to do the work, come to class, and learn a lot together.

If you are a caregiver and need to miss class for reasons associated with your caregiving responsibilities, please email me at any time. In general, the earlier you contact me with any attendance issues, regardless the reason, the easier it is for me to accommodate you, while maintaining fair expectations for all students.

ACADEMIC HONESTY

Correct and ethical documentation is an important skill when reading and writing in academic and professional contexts. **"Any attempt at plagiarism or misrepresentation will result in a failing grade** for the project and, in some cases, for the entire course." For more on plagiarism and misrepresentation, see [UNH's Academic Honesty policy](#), ["Student Rights, Rules, and Responsibilities,"](#) and [this tutorial](#).

In this course, we will review and practice documentation in MLA (Modern Language Association) style. You will have opportunities to correct instances of potential plagiarism that I identify in my feedback. If you have concerns about plagiarism, please email me before final revisions are due.

COVID COMPLIANCE

While our class meets over Zoom, if you plan to use campus resources to join class sessions, you will need to remain compliant with mask requirements and testing protocols. For more, see [UNHM's COVID-19 site](#).

RELIGIOUS OBSERVANCE

If you need an accommodation for a religious or cultural holiday or observance, please email me at c.c.hendricks@unh.edu as early in the semester as possible.

STUDENT SUPPORT SERVICES

[Click here for UNH Durham resources](#)

UNHM LIBRARY

The UNH Manchester Library will be open on Monday–Thursday, 8 am–7 pm and Friday, 8 am–3 pm.

To request library materials:

- visit [the UNHM Library website](#)
- watch [this brief video](#)

For library assistance on your research,

- complete the [“Ask a Librarian” form](#)
- call: (603) 641-4173
- or email them at unhm.library@unh.edu



You can also reserve a study room and check out a laptop (on campus) through the library. For more Library resources, see the links provided on the "Important Resources" tab of the Canvas course site.

CENTER FOR ACADEMIC ENRICHMENT (CAE)

The Center for Academic Enrichment (CAE) is a free resource for all students enrolled in UNH Manchester courses. The center provides: individual and group [tutoring](#) in writing and research, math, science, and other content areas, including additional tutoring support for students with documented [disabilities](#) and [ESOL](#) students.

To make an appointment:

- visit the [CAE Canvas page](#) in your Dashboard
- call the CAE at (603) 641-4113
- or email them at unhm.cae@unh.edu

For more information on the CAE, visit [their website](#).

ACADEMIC ALERTS

"If a faculty member is concerned about your academic performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success."

ACCOMMODATIONS

According to the Americans with Disabilities Act, each student with a disability has the right to request accommodations from UNH.

If you require accommodations:

- contact **Janessa Zurek**, the Student Accessibility Coordinator at UNHM, on Mon. & Wed. from 9am-2pm by:
 - email, jenessa.zurek@unh.edu
 - or phone, (603) 641-4383)

For more information, visit the [Manchester SAS](#) or [UNH SAS](#) websites.

[The Office of International Students and Scholars \(OISS\)](#) provides immigration support and programs to bring international, campus and local communities together. For more, email ois@unh.edu.

SEXUAL HARASSMENT/ABUSE

UNH requires faculty, staff, peer mentors, tutors and other University members to report any incidents of sexual violence and harassment.

If you wish to speak to a confidential support service provider:

- see this [list of Privileged Confidential Service Providers/Resources](#)

For more information on how to anonymously report incidents of discrimination, hate or harassment:

- visit [the Reporting for Students website](#)

For more on the support resources available to you:

- visit the [Sexual Harassment and Rape Prevention Program's \(SHARPP\) website](#)
- visit the [Manchester YWCA website](#)

MENTAL HEALTH SERVICES

UNH Manchester offers **free mental health sessions for students**. Services include: free confidential screening & consultation with a licensed mental health therapist; referrals to mental health or substance misuse treatment; and, assistance in understanding how to afford additional treatment. Virtual appointments are available M-TH: 9-5, T: 8-5.

To schedule a counseling session:

- complete [this survey](#)
- or email unhm.advising@unh.edu

If you or someone you know is experiencing a mental health or substance misuse crisis:

- call the Mobile Crisis Response Team, (800) 688-3544
- or The National Suicide Prevention Lifeline, (800) 273-TALK/8255

For more about the support available to you, please visit [the Student Wellness website](#).

FOOD PANTRY

The UNHM food pantry has pre-packed, non-perishable food items for students in **room 437**. If you have any questions, email Kerianne.McDonough@unh.edu. For additional food, housing, and financial support services, visit [UNH's Student Life website](#).

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[The Beauregard Center](#) works closely with underrepresented and ally students to empower their social and academic growth.
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[Military and Veteran Services](#) can be reached by phone, (603) 862-0643, or email, UNH.Veterans@unh.edu.