



# Syllabus

15800 Calvary Road  
Kansas City, MO 64147-1341

**Course:** EN311-N Teaching Writing (Online Only)  
**Credit:** 3 Semester Hours  
**Semester:** FA25 Session 1  
**Location:** Legacy  
**Instructor:** Tim Hange, tim.hange@calvary.edu

*\*About This Class: This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## I. DESCRIPTION

This course will explore the theories and practice of teaching writing within a middle and secondary school context. The student will learn how to help others become more effective communicators by combining writing research and pedagogies appropriate for middle and secondary school students. (Prerequisite: EN113; and one 200-level English literature course.)

## II. OBJECTIVES

### A. General competencies to be achieved. You will:

1. Develop an advanced understanding of the theory and practice of teaching writing (PLO 2-3; Assignments A-D).
2. Evaluate various theories of rhetoric, linguistics, and cognition (PLO 2-3; Assignments A-D).
3. Apply theory to classroom materials, lesson plans, and writing curricula (PLO 4; Assignments A-D).

### B. Specific competencies to be achieved. You will be able to:

1. Teach writing as a process (PLO 2-3; Assignments A-D).
2. Design writing assignments that apply composition theory and best practices (PLO 2-3; Assignments A-D).
3. Provide appropriate feedback on written assignments in a timely manner (PLO 2-3; Assignments A-D).

### III. REQUIRED MATERIALS

#### A. Required Textbooks

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- Lindemann, Erika. *A Rhetoric for Writing Teachers*. 3rd Ed. Oxford University Press. ISBN – 0-19-508844-1. \$10.50 (Amazon)
- Sommers, Nancy. *Responding to Student Writers*. Bedford/St. Martin's. ISBN – 978-1-4576-1934-2. \$26.99 (Amazon)

#### B. Suggested Resources

- MLA Handbook, 8<sup>th</sup> Edition

### IV. REQUIREMENTS

- A. Reading Assignments:** You will write a weekly journal entry that responds to the week's reading. Journals should include a brief summary of the content (in your own words) along with a reflection. Each journal entry should be approximately 500 words and contain more reflection than summary ( $\frac{1}{4}$  Summary,  $\frac{3}{4}$  Reflection). A list Journal Entry Ideas is included at the end of the syllabus. Submit journals on Canvas.
- B. Discussion Board:** We will use Canvas's discussion board to engage more fully in the course material. A weekly discussion question will be provided on the Canvas discussion board. Follow the directions carefully to receive full points for discussion. See Canvas for the Discussion Board rubric
- C. Final Project:** You will apply writing theory to actual classroom materials by designing a writing assignment and all the supporting lesson plans needed to help students complete the assignment. Since the purpose of the project is to apply theory to actual classroom practice, you will focus your project around a central writing theory: rhetoric, linguistics, or cognition.

A research paper will accompany the project to explain the project choices and how each is linked to the central theory you chose.

You will present your final project in class. Online students will film their presentation ahead of time to be played in class.

#### D. Tests

Two tests are given, covering material from the textbook and lectures. The exams are open note, open book, but they are timed, so you are strongly encouraged to know the material well before you take the exams. The exams will

be taken on Canvas.

**E. Other Assignment Policies**

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 8<sup>th</sup> edition.
2. *Plagiarism* Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. In these cases, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.  
AI, however, may be utilized in cases where the instructor has allowed, or even required, the use of AI to accomplish specific tasks. In these cases, AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

## V. METHODS

- A. Lectures, Discussions:** I typically try to make lectures short with lots of room for practice exercises (which are completed in your journal). We sometimes hold class discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.
- C. Grading**

*Possible Points for All Assignments:*

Journals (8 x 25)	200 points
Discussion Board (8 x 25)	200 points
Final Project (Project + Paper + Presentation)	300 points
Tests (2 x 150)	300
<b>Total Points</b>	<b>1000 points</b>

The Grading Scale can be found in the University Catalog.

## VI. TENTATIVE SCHEDULE (The professor may modify the schedule if necessary.)

Date	Topics	Assignments L = Lindeman textbook S = Sommers textbook DB = Discussion Board
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Why teach writing?</li> <li>Teaching writing from a Biblical Worldview</li> <li>What is writing?</li> </ul>	L Ch 1-3, Journal 1, DB1
<b>Week 2</b>	<ul style="list-style-type: none"> <li>The Writing Process</li> <li>Rhetoric for writing teachers</li> </ul>	L Ch 4-6, Journal 2, DB2
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Linguistics for writing teachers</li> <li>Teaching Grammar</li> </ul>	L Ch 7-9, Journal 3, DB3
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Cognition for writing teachers</li> <li>Teaching form</li> </ul>	L Ch 10-12, Journal 4, DB4, <b>Test 1</b>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Teaching paragraphing, sentences, and words</li> </ul>	L Ch 13-15, Journal 5, DB5
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Teaching the writing process</li> </ul>	S Ch 1-3, Journal 6, DB6
<b>Week 7</b>	<ul style="list-style-type: none"> <li>Responding to student writing and managing paper load</li> <li>Developing writing assignments and courses</li> </ul>	S Ch 4-6, Journal 7, DB7
<b>Week 8</b>	<ul style="list-style-type: none"> <li>Questions, Answers, and Special Problems</li> <li>Final Project Presentations</li> </ul>	Journal 8, DB 8  <b>Final Project</b>  <b>Test 2</b>

## VII. Resources:

- A. Disabilities:** Students with disabilities have the responsibility of informing the DSS Coordinator ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.
- B. The Clark Academic Center** (email: [learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this free service.