

Sul Ross State University
Rio Grande College

English 5305 Studies and Research Techniques in English Teaching Methods: Composition Pedagogy at Hispanic-Serving Institutions

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and by appointment

Course Description

In English 5305, Composition Pedagogy at Hispanic-Serving Institutions, we explore composition research and pedagogies for multilingual students including Latino/a students. We will study recent translingual approaches to teaching which view language difference as a resource that generates meaning in writing rather than interference to be corrected. We will explore tools and strategies for designing, teaching, and assessing Latino/a student writing. Through a sequence of informal and more formal assignments, you will focus on a specific problem or issue in an essay suitable for publication in a 2018 collection of essays on teaching writing with Latino/a students

Course Texts

Kirklighter, Cristina, et al., editors. *Teaching Writing with Latino/a Students: Lessons Learned at Hispanic-serving Institutions*. State U of NY P, 2007.

Blackboard readings

Student Learning Objectives

Students who successfully complete this course will be able to

1. Summarize the range of theoretical approaches to composition pedagogy and translingual practices. Assessment: Proposal Essay, Case Study Exercises & Final Exam.
2. Question assumptions underlying learned dispositions toward difference in language. Assessment: Video conferences, final exam.
3. Apply composition theory to teaching composition at Hispanic-Serving high schools and colleges. Assessment: Case Study Exercises.
4. Synthesize research in composition to explore a research question about teaching composition at Hispanic-Serving high schools and colleges. Assessment: Proposal Essay, Final Exam.
5. Evaluate traditional and translingual theories about the teaching of writing at Hispanic-Serving high schools and colleges. Assessment: Proposal Essay, Response Papers.

Assignments

- Proposal essay for a new edition of Kirklighter et al's *Teaching Writing with Latino/a Students*. Write a chapter/essay that would be relevant for a 2018 collection of essays on teaching writing with Latino/a students.
- Four Response Papers
- Case Study Exercises
- Video Conferences: informal discussions about applying composition theory and translingual practices to teaching at HSIs
- Final Exam: an open-book, take home essay and short answer assignment.

Grade Distribution

Assignment	Points out of 100
Proposal essay for new edition of <i>Teaching Writing with Latino/a Students</i>	20
Response Papers (4)	40
Case Study Exercises	10
Video Conferences	10

Course Policies

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Procedures and Policies for Blackboard Courses

Course assignments must be produced in formats that we can open and read. In general, saving files as Microsoft Word documents or as rtf files will be best. If you have questions about Blackboard, contact Sandy Bogus at 432-837-8523 or sbogus@sulross.edu or Rusty Klein at rklein@sulross.edu or 432 837 8595.

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented.

Americans with Disabilities Act: Sul Ross State University-Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Schedule of Readings

Unit 1: Teaching Writing at Hispanic-Serving Institutions (May 30 to June 2)

Readings

Kirklighter et al *Teaching Writing with Latino/a Students* Forward by Kells, Introduction by Kirklighter et al, Ch 1 by Mendez Newman, Ch 2 by Millward, Starkey, and Starkey

Unit 2: Global and Local Communication at Hispanic-Serving Institutions (June 4 to June 9)

Readings

Kirklighter et al *Teaching Writing with Latino/a Students* Ch 3, Ch 4, Ch 5

Blackboard Readings

A. Suresh Canagarajah, "Introduction"

John Scenters-Zapico, "Transnational Translingual Literacy Sponsors and Gateways on the United States-Mexico Borderlands"

Unit 3: Translingual Praxis—Theory to Practice: Theory (June 11 to June 16)

Readings

Kirklighter et al *Teaching Writing with Latino/a Students* Ch 7, Ch 8, Ch 9

Blackboard Readings

Paul Kei Matsuda, "It's the Wild West Out There: A New Linguistic Frontier in U.S. College Composition"

Jan Lacina and Robin Griffith, "Embracing Generation 1.5 Learners Through the Teaching of Writing"

Unit 4: Translingual Praxis—Theory to Practice: Practice (June 18 to June 23)

Readings

Kirklighter et al *Teaching Writing with Latino/a Students* Ch 10, Ch 11

Blackboard readings:

Aimee Krall-Lanoue, "And Yea I'm Venting, But Hey I'm Writing Isn't I": A Translingual Approach to Error in a Multilingual Context"

Unit 5: Conclusions and Reflections (June 25 to June 30)

Present Essays in Video Conference

Complete Proposal for new edition of *Teaching Writing with Latino/a Students*

Final Exam: July 3