

## Sul Ross State University

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

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 and by appointment (email me)



### Course Description

In English 5305, Composition Pedagogy at Hispanic-Serving Institutions, is an online course in which we explore composition research and pedagogies for multilingual students including Latino/a students. We will study translanguaging approaches to teaching and develop tools and strategies for designing, teaching, and assessing Latino/a student writing. Through a sequence of informal and more formal assignments, you will write about a specific problem or issue in an essay suitable for publication or presentation at a conference or symposium.

### BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

### SRSU English Program Student Learning Outcomes

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

### ENGL 3311 Student Learning Objectives

Students who successfully complete this course will be able to

5. Evaluate theories about the teaching of writing at Hispanic-Serving high schools and colleges. Assessment: discussions, short paper, research paper.
2. Question assumptions underlying learned dispositions toward difference in language. Assessment: Video conferences, discussions.
3. Apply composition theory to teaching composition at Hispanic-Serving high schools and colleges. Assessment: Discussions, research presentation and paper.
4. Synthesize research in composition to explore a research question about teaching composition at Hispanic-Serving high schools and colleges. Assessment: Proposal Essay, essay.

### BLACKBOARD HELP

Mon-Fri 9:00 am - 6:00 pm

Tim Parsons:

[tim.parsons@sulross.edu](mailto:tim.parsons@sulross.edu)

432-837-8525

Estella Vega:

[estellav@sulross.edu](mailto:estellav@sulross.edu)

432-837-8247

## 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

## Assignments and Grades (Proposed and Subject to Negotiation and Change)

Assignment	Date due	Points Possible
Discussions (4)	Jan 19, Feb 2, Feb 23	200
Presentation of article précis	Week 3 (if all can schedule it)	100
Research Proposal Presentation	Week 5 (if all can schedule it)	100
Annotated Bibliography	Mar 22	100
Presentation of Research	Week 13 (if all can schedule it)	200
Paper	April 26	200
Final Exam	Week 16	100
Total		1000

## Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 793 points, then your grade is 79% or a C.

## Course Policies

### 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. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

**A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.**

### Turning in Papers/Assignments

*Please submit all assignments to Blackboard unless otherwise notified.* Please submit papers in Microsoft Word format so that we can quickly and successfully open and read them.

### Americans with Disabilities Act

Sul Ross State University 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 in Del Rio, Eagle Pass, or Uvalde who seek accessibility services should 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](mailto:kbiddick@sulross.edu). Students in Alpine who seek accessibility services should contact Mary Schwartz in Accessibility Services in Ferguson Hall 112 Telephone: 432 837-8203. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu).

## Schedule

**Week 1** Jan 13 to 17

**Week 2** Jan 20 to 24

A. Suresh Canagarajah, "Introduction"

Horner, Bruce; Lu, Min-Zhan; Royster, Jacqueline Jones; and Trimbur, John, "Language difference in writing: toward a translingual approach."

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

**Week 3** Jan 27 to 31

Janet Bean, Maryann Cucchiara, Robert Eddy, Peter Elbow, Rhonda Grego, Rich Haswell, Patricia Irvine, Eileen Kennedy, Ellie Kutz, Al Lehner, Paul Kei Matsuda, "Should We Invite Students to Write in Home Languages? Complicating the Yes/No Debate" *Composition Studies*, spring 2003.

Merce Pujol-Ferran, Jacqueline M. DiSanto, Nelson Nunez Rodriguez, and Angel Morales "Exploring Plurilingual Pedagogies across the College Curriculum"

Kirklighter et al, *Teaching Writing with Latino/a Students*: Forward by Kells, Introduction by Kirklighter et al, Ch 1 "Teaching Writing at Hispanic-Serving Institutions" by Mendez Newman

**Week 4** Feb 3 to 7

Kirklighter et al, *Teaching Writing with Latino/a Students*: , Ch 2 "Teaching English in a California Two-Year Hispanic-Serving Institution" by Millward, Starkey, and Starkey

Melissa E. Lee, "Shifting to the World Englishes Paradigm by Way of the Translingual Approach: Code-Meshing as a Necessary Means of Transforming Composition Pedagogy"

**Week 5** Feb 10 to 14

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 3 "Discovering a 'Proper Pedagogy': The Geography of Writing at the University of Texas-Pan American"

Sarah Stanley, "Noticing the Way: Translingual Possibility and Basic Writers"

**Week 6** Feb 17 to 21

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 4 "Literate Practices/Language Practices"

**Week 7** Feb 24 to 28

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 5 "A Bilingual Approach to College Composition"

Jan Lacina and Robin Griffith, "Transnationalism and Literacy across Borders"

**Week 8** Mar 2 to 6

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 6 "Un pie adentro y otro afuera: Composition Instruction for Transnational Dominicans in Higher Education"

Aimee Krall-Lanoue, "And Yea I'm Venting . . ."

**Spring Break**

3/9 to 3/13

**Week 9** Mar 16 to 20

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 7 "Building on the Richness of a South Texas Community"

**Week 10** Mar 23 to 27

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 8 "It's All in the Attitude"

**Week 11** Mar 30 to Apr 3

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 9 "Changing Perceptions"

**Week 12** Apr 6 to 9

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 10 "The Politics of Space and Narrative in the Multicultural Classroom"

**Week 13** Apr 13 to 17

Kirklighter et al, *Teaching Writing with Latino/a Students*: Ch 11 "Collaboratively Mentoring Our Identities as Readers, Writers, and Teachers"

**Week 14** Apr 20 to 24 Evaluation and Planning for Further Research and Professional Development

**Week 15** Apr 27 to May 1 Review

**Week 16** May 4 Final Exam