

ENG501: Studies in Composition Studies and Pedagogy

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course establishes the academic foundation for graduate English studies at CSU: Global Campus. Students will learn the process for developing academic approaches to teaching composition in high school and college based on the current pedagogies within the composition and rhetoric academic community. Besides learning the basic foundations of academic inquiry, students will learn the critical differences between current composition theories and pedagogies in the context of how this discipline has evolved since the late 1960s and early 1970s. Based on the theories they learned in this class, students will concentrate on developing practical solutions to often confounding problems of teaching students how to write in the digital age.

Course Overview:

Students will complete readings and activities, to learn about composition studies. They will engage in discussions with their peers and complete critical thinking assignments to apply and deepen their knowledge on the topics. The course will conclude with a Portfolio Project in which students will show what they've learned throughout the course in a comprehensive, creative project.

Course Learning Outcomes:

1. Develop a comprehensive thesis and literature review that incorporates research and argues an informed position concerning an academic issue within the current literature of composition studies and pedagogy.
2. Critically evaluate personal bias within the current literature of composition studies and pedagogy.
3. Critically evaluate the work of seminal and key critics within the current literature of composition studies and pedagogy.
4. Critically evaluate the impact of race, class, and gender within the current literature of composition studies and pedagogy.

- Develop a graduate-level academic writing process that incorporates research, pre-writing strategies, annotated bibliographies, annotated outlines, peer reviewing, working with Smarthinking and the Writing Center, revision and proofreading strategies, and APA formatting.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Miller, S. (Ed.). (2009). *The Norton book of composition studies*. New York: W. W. Norton.
ISBN-13: 978-0393931358

V. Villanueva & K. L. Arola (Eds.). (2011). *Cross-talk in comp theory: A reader* (3rd ed.). Urbana: National Council of Teachers of English. ISBN-13: 978-0814109779

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	Section 1 in <i>Cross-Talk in Comp Theory: A Reader</i> <ul style="list-style-type: none"> Post-Process "Pedagogy": A Philosophical Exercise (Breuch) Writing as a Mode of Learning (Emig) Teach Writing as a Process Not Product (Murray) The Writer's Audience is Always a Fiction (Ong) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)

2	<p>Section 2 in <i>Cross-Talk in Comp Theory</i></p> <ul style="list-style-type: none"> Contemporary Composition (Berlin) An Ontological Basis for a Modern Theory of the Composing Process (D'Angelo) Grammar, Grammars, and the Teaching of Grammar (Hartwell) The Basic Aims of Discourse (Kinneavy) A Discourse-Centered Rhetoric of the Paragraph (Rodgers) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)
3	<p>Section 3 in <i>Cross-Talk in Comp Theory</i></p> <ul style="list-style-type: none"> Is Teaching Still Possible? Writing, Meaning, and Higher Order Reasoning (Berthoff) Cognition, Convention, and Certainty: What We Need to Know about Writing (Bizzell) A Cognitive Process Theory of Writing (Flower & Hayes) Diving In: An Introduction to Basic Writing (Shaughnessy) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)
4	<p>Section 4 in <i>Cross-Talk in Comp Theory: A Reader</i></p> <ul style="list-style-type: none"> "Contact Zones" and English Studies (Bizzell) Collaborative Learning and the "Conversation of Mankind" (Bruffee) Beyond the Personal: Theorizing a Politics of Location in Composition Research (Kirsch & Ritchie) Professing Multiculturalism: The Politics of Style in the Contact Zone (Lu) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)
5	<p>Section 5 in <i>Cross-Talk in Comp Theory: A Reader</i></p> <ul style="list-style-type: none"> Inventing the University (Bartholomae) On the Subjects of Class and Gender in "The Literacy Letters" (Brodkey) Inviting the Mother Tongue: Beyond "Mistakes," "Bad English," and "Wrong Language" (Elbow) Feminism in Composition: Inclusion, Metonymy, and Disruption (Ritchie & Boardman) When the First Voice You Hear is Not Your Own (Royster) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)
6	<p>Section 6 in <i>Cross-Talk in Comp Theory: A Reader</i></p> <ul style="list-style-type: none"> From Analysis to Design: Visual Communications in the Teaching of Writing (George) Literacy, Technology, and Monopoly Capital (Ohmann) The Politics of the Interface: Power and Its Exercise in Electronic Contact Zones (Selfe & Selfe) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (65 points)
7	<p>Part II in <i>The Norton Book of Composition</i></p> <ul style="list-style-type: none"> The Essential Delay: When Writer's Block Isn't (Murray) The Idea of Community in the Study of Writing (Harris) Representing Audience: "Successful" Discourse and Disciplinary Critique (Lunsford & Ede) The Subject in Discourse (Clifford) 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (60 points)
8	<p>Part IV in <i>The Norton Book of Composition</i></p> <ul style="list-style-type: none"> The Politics of Teaching Literate Discourse (Delpit) Writing at the Postsecondary Level (Durst) 	<ul style="list-style-type: none"> Discussion (25 points) Portfolio Project (350 points)

- Literacies and the Complexities of the Global Digital Divide (Selfe & Hawisher)
- Theory and Practice in Critical Discourse Analysis (Luke)

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Explore a Problem with Teaching Composition

In Module 1, you are asked to review the assignment instructions for the Portfolio Project due in Module 8. For Option #1, you are to explore a particular problem related to teaching composition in the college course room and develop a working thesis. The working thesis should state a problem and a potential solution to that problem about teaching composition in the college course room. One important note: For the purposes of this assignment, you are not asked to express and explore a problem that you encountered personally by teaching composition in the course room. This problem must be expressed and grounded in the literature. In other words, whatever problem you explore must come out of the literature. It has to be referenced first.

For example, in "Is Teaching Still Possible? Writing, Meaning, and Higher Order Reasoning," Ann E. Berthoff (1984) argues that thinking "which does not include thinking about thinking is merely problem-solving" (p. 309). While problem-solving is a noteworthy activity, it does not rise very far in Bloom's taxonomy; it barely rises above the knowledge and analysis domain. In college composition classes, our aim has to be much higher. This is because we are preparing our students for not only the rigors of the complete college curriculum, but for their work and life ahead. We want our students to live in the evaluation domain.

In this assignment, you will begin exploring your topic for the final Portfolio Project due in Module 8. Select and narrow a topic for your final research paper. Your working thesis statement should take a definite position on an arguable issue. As an academic writer, it is vital to form a working thesis about your topic early, so that you can shape your research and form an inquiry plan about the research material you will be using. You will also need to quickly select and analyze key concepts related to the topic.

As you begin this assignment, first try brainstorming. Choose two or three potential topics and explore the relevant key concepts; see if each topic not only seems to hold your interest, but is doable as well.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title page and references page.
- Write in the third person.
- Assert your academic voice.
- Choose a **topic** related to a problem you would like to address; it is acceptable to ask a **question** about how to solve the problem. Answer the question by summarizing the problem, cause, and solution, which

- should then form the basis of a solid working **thesis**.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
 - You need to cite 2-3 sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a “best practice” to cite credible sources, such as scholarly journal articles. The two articles that you select from the textbook are excellent examples of the types of peer-reviewed sources you should be referencing. The CSU-Global Library is a great place to find resources.
 - Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
 - If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library’s homepage.

Option #2: Exploring a Critical or Theoretical Approach

In Module 1, you are asked to review the assignment instructions for the Portfolio Project due in Module 8. For Option #2, you are to explore a particular critical or theoretical approach to teaching composition in the college course room and develop a working thesis. The working thesis should identify the specific critical approach to teaching composition; develop your reasoning for using that critical approach; and demonstrate how it works to solve problems in the college composition course room. One important note: For the purposes of this assignment, you are not asked to express and explore a critical approach you encountered personally by teaching composition in the course room. This critical approach must be expressed and grounded in the literature. It has to be referenced first.

For example, in “Inviting the Mother Tongue: Beyond ‘Mistakes,’ ‘Bad English,’ and ‘Wrong Language,’” Peter Elbow (1999) states that he feels an “obligation not to force all of my students to conform to the language and culture of mainstream English” (p. 641). That simple assertion forms the basis of a rather complex critical approach he uses to teach composition. In this option, you are to argue how one particular approach solves conceptual problems in the composition course room. While you will be tied to one specific critical approach, you can use various composition problems to support your position about that approach. The focus is on the critical approach and how that solves many of the various conceptual problems associated with the contemporary composition course room.

In this assignment, you will begin exploring your topic for the final Portfolio Project due in Module 8. Select and narrow a topic for your final research paper. Your working thesis statement should take a definite position on an arguable issue. As an academic writer, it is vital to form a working thesis about your topic early, so that you can shape your research and form an inquiry plan about the research material you will be using. You will also need to quickly select and analyze key concepts related to the topic.

As you begin this assignment, first try brainstorming. Choose two or three potential topics and explore the relevant key concepts; see if each topic not only seems to hold your interest, but is doable as well.

Requirements:

- Your written paper should be 2-3 pages in length, not counting the required title page and references page.
- Write in the third person.
- Assert your academic voice.
- Choose a **topic** related to an approach you would like to address. The working thesis should identify the specific critical approach to teaching composition; develop your reasoning for using that critical approach; and demonstrate how it works to solve problems in the college composition course room.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.

- You need to cite 2-3 sources for this assignment. Two of these articles should come from the textbook. You will have to cite several other credible sources in your final Portfolio Project, so start exploring them now. In academic writing, it is always a “best practice” to cite credible sources, such as scholarly journal articles. The two articles that you select from the textbook are excellent examples of the types of peer-reviewed sources you should be referencing. The CSU-Global Library is a great place to find resources.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library’s homepage.

Module 2

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Adding Sources for Teaching Composition

In Module 1, you began conducting research for your final paper exploring a problem in teaching composition in the course room. By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add 2-3 credible sources to your original bibliography, for a total of 4-6 sources. The CSU-Global Library is a great place to find resources.
- Now annotate all 4-6 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom’s Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Adding Sources for Exploring an Approach

In Module 1, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add 2-3 credible sources to your original bibliography, for a total of 4-6 sources. The CSU-Global Library is a great place to find resources.
- Now annotate all 4-6 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Module 3

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Sources and Bloom's Levels for Teaching Composition

In Modules 1 and 2, you began conducting research for your final paper exploring a problem in teaching composition in the course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 6-9 sources.
- Now annotate all 6-9 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Sources and Bloom's Levels for Exploring an Approach

In Modules 1 and 2, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with a small annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 6-9 sources.
- Now annotate all 6-9 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Module 4

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Final Sources for Teaching Composition

In Modules 1, 2, and 3, you began conducting research for your final paper exploring a particular critical or theoretical approach to teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 8-12 sources.
- Now annotate all 8-12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Final Sources for Exploring an Approach

In Modules 1, 2, and 3, you began conducting research for your final paper exploring a particular critical or

theoretical approach to teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography of resources for support.

Go to this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>.

For this Critical Thinking assignment, complete the following:

- Add another 2-3 credible sources to your original annotated bibliography, for a total of 8-12 sources.
- Now annotate all 8-12 sources, using the skills that you have already developed for quoting, summarizing, and paraphrasing sources.
- Use the appropriate levels of Bloom's Taxonomy to ensure that you develop and annotate your sources fully.

Submit Your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the required title page and references page.
- Your bibliography must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Module 5

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Outline for Teaching Composition

Submit an **Annotated Outline** in which you include the complete citations of the sources that you plan to use in your final Portfolio Project. These citations then form your annotations.

Model your **Annotated Outline** after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>.

For this Critical Thinking assignment, complete the following:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your **Annotated Outline** should be 2-3 pages in length, not counting the required title page and references page.
- Your outline must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Option #2: Annotated Outline for Exploring an Approach

Submit an **Annotated Outline** in which you include the complete citations of the sources that you plan to use in your final Portfolio Project. These citations then form your annotations.

Model your **Annotated Outline** after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>.

For this Critical Thinking assignment, complete the following:

- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your **Annotated Outline** should be 2-3 pages in length, not counting the required title page and references page.
- Your outline must be formatted according to *the CSU-Global Guide to Writing and APA Requirements*.

Module 6

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Teaching Composition Draft

Work through the complete writing process that is the backbone of this course to produce a rough working draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project description, accessible from the Module 8 folder.

- You will not be graded on the number of pages that you submit to this assignment, but it does need to be sufficient to provide evidence of meeting the criteria within the rubric. Also, the more comprehensive your draft, the better feedback that you will be able to get. If possible, try to submit a working draft that is very close to the final Portfolio Project requirements (10-12 pages), including a title page and a references page.
- Your draft should cite at least eight credible sources. Support your analysis with the readings from the course and at least one scholarly journal article. The CSU-Global Library is a great place to find resources.
- Your draft should adhere to the *CSU-Global Guide to Writing and APA Requirements*.
- Note that for this Critical Thinking assignment, you will not be graded on the quality and depth of your knowledge and critical thinking, as you will on the final Portfolio Project. Instead, you will be graded on the proper completion of your draft according to the specifications provided in this assignment description. (See the Module 6 CT Rubric provided in the Module 6 folder.)
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this Critical Thinking assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

The critical thinking assignment next week involves sharing this draft with your peers. One of your peers will review your draft, while you will review one of theirs. Please ensure that you're comfortable sharing what you have written this week.

When you submit this paper to this assignment as usual, please also add it as an attachment to a post in the Week 7: Critical Thinking Assignment, following the instructions at the top of the page. Posting this by Monday in week 7 is a criterion of next week's rubric.

Option #2: Exploring an Approach Draft

Work through the complete writing process that is the backbone of this course to produce a rough working draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project description, accessible from the Module 8 folder.

- You will not be graded on the number of pages that you submit to this assignment, but it does need to be sufficient to provide evidence of meeting the criteria within the rubric. Also, the more comprehensive your draft, the better feedback that you will be able to get. If possible, try to submit a working draft that is very close to the final Portfolio Project requirements (10-12 pages), including a title page and a references page.
- Your draft should cite at least eight credible sources. Support your analysis with the readings from the course and at least one scholarly journal article. The CSU-Global Library is a great place to find resources.
- Your draft should adhere to the *CSU-Global Guide to Writing and APA Requirements*.
- Note that for this Critical Thinking assignment, you will not be graded on the quality and depth of your knowledge and critical thinking, as you will on the final Portfolio Project. Instead, you will be graded on the proper completion of your draft according to the specifications provided in this assignment description. (See the Module 6 CT Rubric provided in the Module 6 folder.)
- If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Note that while this Critical Thinking assignment requires that you cite a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

The critical thinking assignment next week involves sharing this draft with your peers. One of your peers will review your draft, while you will review one of theirs. Please ensure that you're comfortable sharing what you have written this week.

When you submit this paper to this assignment as usual, please also add it as an attachment to a post in the Week 7: Critical Thinking Assignment, following the instructions at the top of the page. Posting this by Monday in week 7 is a criterion of next week's rubric.

Module 7

CRITICAL THINKING ASSIGNMENT (60 points)

Peer Review of Draft

For this assignment, you are to submit the portfolio draft that you submitted in the Module 6 - Critical Thinking assignment, to this discussion board. Please do this at the same time that you submit the Module 6 - Critical Thinking assignment to ensure that everyone's draft is reviewed. It is also a criterion of the rubric to post this by Monday of week 7. To submit the file to this discussion board, please create a new post and use the bottom left-hand icon in the text editor, to choose the file from your computer to upload. Respond to one person's draft by Thursday of this week to "claim" their paper as the one you will review. If a posted draft is already tagged for review, select one that has not been claimed. Submit your completed review by Sunday night of this week by replying to your comment that "claimed" the review.

To complete this peer review, offer critiques in the following categories:

1. Focus: The thesis or main topic is well-developed and -maintained throughout the document.
2. Development: The ideas are developed clearly and are well-evidenced and -supported.
3. Organization: The organization (visual and written) of the document is logical and easy to read.
4. Style: APA guidelines are followed.
5. Conventions: Grammar, punctuation, and word choice are correct and appropriate.

For each of these categories, you are required to: (a) make an evaluative statement on the execution of the category (i.e., the focus is maintained throughout in the body paragraphs that cover topics a, b, and c, and as promised in the thesis statement); and, as applicable, (b) offer a specific example of how the task was or was not executed and could be improved. For example: "Your key points are clear, and we see this clarity in the last sentence of paragraph 1 when you note so and so and so. However, I do see room for growth in the first sentence of paragraph 2 when you note x, y, and z. This could be done by a and b."

To offer a comprehensive review that will benefit your peer, please aim for your peer-review to be around 500 words.

Remember, when we participate in a peer review, we learn on both ends. We get feedback from an audience, and we learn more about writing by having to make specific evaluations of the work of another.

Remember, too, that we're a class of colleagues and professionals, so decorum is required. Be respectful of the work of your peers. Lead with what is working well before offering critical ideas on what can be improved. And, of course, the more specific you are, the more both parties gain from the experience.

Module 8

PORTFOLIO PROJECT (350 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Teaching Composition Portfolio Project

Explore and research a problem in teaching composition in the course room. In preparing this project for submission, adhere to the following guidelines exactly.

Essay Formatting Requirements:

- Your final paper must be 10-12 pages in length, not including the required cover page and references page.
- Use a minimum of 10-12 sources. They must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as sources. The CSU-Global Library is a great place to find peer-reviewed resources.
- Follow the *CSU-Global Guide to Writing and APA Requirements*. Your paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded not only on content, but also on the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based on both the required and recommended readings for the course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project Rubric located in the Module 8 Materials folder. If you need

assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Prior to your final submission in Week 8, you will submit your topic choice in Module 1, an outline in Module 5, and a draft in Module 6 as part of your Critical Thinking assignments.

Option #2: Exploring an Approach Portfolio Project

Explore and research a particular critical or theoretical approach to teaching composition in the college course room. In preparing this project for submission, adhere to the following guidelines exactly.

Essay Formatting Requirements:

- Your final paper must be 10-12 pages in length, not including the cover page and references page.
- Use a minimum of 10-12 sources. They must be peer-reviewed, credible, authored sources; anonymous websites or sites like Wikipedia are not acceptable as sources. The CSU-Global Library is a great place to find peer-reviewed resources.
- Follow the *CSU-Global Guide to Writing and APA Requirements*. Your paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded not only on content, but also on the quality of your writing, syntax, and grammar. Be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based on both the required and recommended readings for the course and on your research, and you should incorporate any relevant points culled from the discussion boards. Review the Portfolio Project Rubric located in the Module 8 Materials folder. If you need assistance with your writing style, start with Tools for Effective Writing at the CSU-Global Library, accessible from the Library's homepage.

Prior to your final submission in Week 8, you will submit your topic choice in Module 1, an outline in Module 5, and a draft in Module 6 as part of your Critical Thinking assignments.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.