



EDCI 658 Process Writing COURSE SYLLABUS: Summer II 2022

Instructor: Dr. Jennifer N. Dyer
Professor, Department of Curriculum & Instruction

Office Location:

Office Hours: by appointment

Office Phone:

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COURSE INFORMATION

TEXTBOOK 1:

- Kent, T. (1999). *Post-Process Theory: Beyond the Writing-Process Paradigm*. Southern Illinois University Press.

TEXTBOOK 2;

- Technology and Writing book
 - Each student will choose an academic book to read. Guidelines will be provided,

TEXTBOOK 3:

- Process writing book
 - Each student will choose an academic book to read. Guidelines will be provided,

Recommended:

- APA Style Guide Manual

Supplemental Resource (optional): MacArthur, C. A., Graham, S., and Fitzgerald, J., eds. (2016) *Handbook of Writing Research*. New York: Guilford Press.

Course Description

This doctoral level course provides opportunities for students to examine process writing research and implementation. In addition, the course focuses on enhancing the participant both as a writer and a teacher of writing. Students will be reading, searching, researching, responding to and sharing the historical, pivotal, and “most current” writing research, methodologies, and trends.

The syllabus/schedule are subject to change.

Student Learning Outcomes:

1. Students will select, read, analyze, and critique significant and current research and trends in writing process.
2. Students will select, read, analyze, and critique significant and current research and trends in the area technology's impact on writing.
3. Students will set individual professional goals as writers/educators/researchers/learners and demonstrate growth toward the achievement of those goals.
4. Students will demonstrate knowledge of the following:
 - Self as a Writer
 - Components of Writing
 - Process Writing Pedagogy to include but not be limited to:
 - Editing, revision, assessment, conferencing, publishing Student Work, mini-Lessons, Craft Lessons, genres of writing, and writing programs
5. Students will evaluate themselves on their progress as writers/educators/researchers/learners and set future goals.

COURSE REQUIREMENTS

1. **Participation (30 points):** You are expected to fully participate in this online Process Writing Course. The course will use discussions to discuss and study the content required. You are also expected to post regularly and on-time throughout the semester. This is a doctoral level course and thoughtful responses are expected that reflect synthesis of readings and individual study. **Deadlines and schedule is posted under the syllabus in the course shell.**
2. **Writing Graphic Organizer (10 points): Writing Graphic Organizer (10 points):** You will create a graphic organizer on writing that attempts to answer the question: **What counts as writing? Due date: You will share via posting in discussions as the semester proceeds with the final version due the last week of the semester.**
2. **Self-Writing Project/Action Plan (20 points):** Each individual will assess their writing ability during the first segment of this course; then share with the instructor for feedback. Writing assessment suggestions will be posted in the resources folder. Based on your review of your writing skill, you will create an action plan to improve your writing. For example
 - a. **Writer In-progress:** You believe that you need extra work on your writing--maybe commit to daily writing, use a writing book with writing exercises, etc.
 - b. **Writer with a specific weakness:** You feel you write well but have a major area of weakness. For example, editing your own papers, so you will create an action plan to improve your editing skills.
 - c. **Confident Writer:** You feel strong a writer, so you may choose to take a written assignment from another course and turn into a manuscript to submit for publications.

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Due date: Initial draft of Action Plan due by July 15th, final draft of writing action plan due July 22rd and the completed plan and reflection will be due on Wednesday, August 10th during the last week of class.

3. Book Readings + Discussion Posts (10 points for each book for a total of 30 points): The class will review three books this summer. The instructor will choose the first book then provide topics with guideline for the second two books. Each class participant will choose a book to read that fits the topics with guidelines. Discussion posts will ensue based on our particular readings.

5. Writing Reflection Piece (10 points) This assignment is a follow-up to your personal writing and action plan for writing. Return to your action plan:

- a. Reflect did you complete your action plan?
- b. Did you put the effort into your action plan that was needed?
- c. What did you accomplish?
- d. What do you still want to know?
- e. How will you follow-up on this writing action plan and continue to grow as a writer?
- f. What did you learn about yourself as a writer?
- g. How has your view of process writing changed?

You will create an informal writing self-evaluation narrative that responds to the question previous listed and include anything else that important to you that I did not include. **Due date: Wednesday, August 10th.**

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of

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supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

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management system. The most current version of Java can be downloaded at:
[JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Tentative Course Calendar

The syllabus/schedule are subject to change.

**(may undergo extension/revision/refinement based on your needs as
writers/researchers/learners/collaborators and discretion of professor)**

Date	Content	Readings
Week/Segment 1	<p>Read Post Process Theory Book 1, critique personal writing and design action plan for improvement, begin writing graphic organizer</p> <p>Submit personal writing critique</p>	<p>Readings: Book 1</p> <p>Postings: TBD</p> <p>Submit analysis of your writing and beginning Action Plan TBD</p>
Week/Segment 2	<p>Post Discussion on Book 1,</p> <p>Read Book 2 (Your selected book on Writing and Technology):</p> <p>First Week of Personal Writing</p> <p>Revise or add to your writing graphic organizer</p>	<p>Readings: Book 2</p> <p>Discussion Posting on Book 1: TBD</p> <p>E-mail instructor with reflection of first week of personal writing</p>
Date	Content	Readings
Week/Segment 3	<p>Submit critique/discussion post of book 2</p> <p>Read Book 3 (Your selected book on Process Writing Pedagogy (how to teach process writing):</p> <p>Personal writing; continue with implementation of your action plan for improvement of your personal writing,</p> <p>Revise or add to your writing graphic organizer</p>	<p>Readings: Book 3</p> <p>Discussion Postings on Book 2: TBD</p> <p>Submit Personal Writing and any reflection about how your doing with your Action Plan TBD</p>
Week/Segment 4	<p>Submit critique/discussion post of book 3 (Your selected book on Process Writing Pedagogy)</p> <p>Personal writing; continue with implementation of your action plan for improvement of your personal writing,</p>	<p>Discussion Postings on Book 3: TBD</p> <p>Submit Personal Writing and any reflection about how your doing with your Action Plan TBD</p>

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Week/Segment 5	Complete personal writing and the final reflection of your writing experience this semester and how well you did with moving forward with your Action Plan. Revise your Action Plan for the future steps you plan to take in regards to your writing and teaching of process writing.	Final Reflection Due by Wednesday, August 10

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