

ENGLISH 697.02W: Special Topic

COURSE SYLLABUS: SUMMER II 2024 • Section: 02W • CRN: 51986
July 8 – August 8, 2024 • 100% Online • Async with Optional Meeting



INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)
Email: gavin.johnson@tamuc.edu
Opt Class Mtg: Wed. 5:00-7:00 pm CST

Student Visiting Hours: (Zoom)
Schedule using <https://tidycal.com/gpi>
other times available upon request

COURSE INFORMATION

ENG 697: Special Topic — Assessing, Evaluating, & Responding to Student Writing
3 credit hours

Assessment is a fact of academic life whether we like it not. While often a cause of stress for both teachers and students, assessment may prove to be a space for invention, knowledge-making, and justice-oriented learning. After all, as Asao B. Inoue (2015) has argued, “classroom writing assessment is more important than pedagogy because it always trumps what you say or what you attempt to do with your students. And students know this. They feel it” (p. 9). In this summer seminar, we will investigate some of the core histories, theories, and practices of classroom assessment. We will seek to understand conversations about reliability, validity, and fairness as well as turns toward antiracist and decolonial assessment models. In doing so, students can expect to gain a strong grounding in contemporary assessment practices and be able to not only articulate but also deploy their own critical assessment philosophies.

Required Materials

This course does not require you to purchase any textbooks. All readings will be supplied through our D2L site and/or the Waters Library collection. To fully participate in this course, you will need:

- Access to our D2L course website & hypthes.is (embedded in D2L)
- Access to your Leomail/A&M-Commerce email
- Access to a word processing program and/or other digital composing software
 - *Note: D2L does not work well with Pages*
 - *Note: Free access to Microsoft Office 365 for students:*
<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>
 - *Note: Free access to Adobe Creative Cloud for students:*
<https://www.tamuc.edu/adobe/#tamuc-section-267428>
- Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.]

Instructional Methods

This section of ENG 697 is taught 100% online and can be completed asynchronously. Weekly assignments will be due on Wednesdays and Saturdays. On Wednesdays at 5:00 pm CST, I will host an optional Zoom call of approximately 2 hours (give or take). During these meetings, you can expect a mix of lecture, reading review, discussion, and student-driven Q&A. You are highly encouraged to attend these Zoom meetings; however, attendance is not required, and all Zoom meetings will be recorded and shared via D2L. You are expected to *at least* review the Zoom meetings once they are posted.

The syllabus/schedule are tentative and subject to change.

Access

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** below and course webpage for additional support services.

Instructor's Support for Student Learning Objectives and Goals

You and I will work together to establish, interpret, revise, and remix our learning objectives and goals. That is, our goals will need to be flexible as we move through our course. We may struggle to achieve every goal we set, and that is okay! Our initial goals for this course include

- **Critically engage various discussions in the scholarship** related to assessing, evaluating, and responding to student writing. Use critical reading and discussion to observe the core histories, theories, and concepts promoted in the field.
- **Expand your personal tool kit** of writing assessment practices. Examine your current practices and how different models may inform your future classroom assessment.
- **Present original, persuasive ideas** in formal, informal, and multimodal contexts. Use academic writing when appropriate but strive for clear and thought-provoking writing.
- **Establish a praxis-informed philosophy of assessment.** Be able to communicate and defend this philosophy to students, colleagues, and administrators.
- **Set and evaluate your own goals.**

As your instructor, I provide the following resources to aid us in working toward and beyond the initial goals listed above:

- **Engagement with a wide range of texts** related to our course topics and goals. These texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, podcasts, etc.—will challenge you to (re)consider your understanding of assessment, merit, and learning across rhetorical contexts.
- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.
- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy
- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding

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your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

COURSE WORKLOAD

As a student in this graduate course, you will read, think, and write constantly. You should plan for 75-100+ pages of academic readings (including theory, research studies, pedagogical reflections, etc.) that you will be responsible for annotating and responding to each week. As the course progresses, you'll receive feedback on your formal writing from me, and you'll have the chance to continue to develop and revise those pieces based on that feedback. One ultimate and important goal of our class is to help you define yourself as a teacher and researcher, see your writing through the eyes of other teachers and researchers, listen to what they have to say about your writing and ideas, and revise your writing accordingly.

Tips for Success in the Course

A 5-week online graduate course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you struggle to stay on track, there is no shame in the struggle! My best tips:

- **Establish a routine** and set consistent times (in a calendar or planner) to focus solely on this class. Use this time to check your email, check D2L, and work on assignments.
- **Attend the optional Zoom meetings!** When working through complex materials, engaging in conversations and making connections with others is essential. While this course can be completed asynchronously, I encourage you to attend the optional weekly Zoom meeting to engage in discussion, ask questions, and be curious together.
- **Begin working on your assignments early and use resources** such as the Writing Center, Waters Library, and student visiting hours with Dr. Johnson.
- **Communicate with Dr. Johnson regularly**, especially if you find yourself struggling! I will work with you to strategize the best ways for you to reach your learning goals.
- **Take breaks to rest, relax, and do the activities that bring you joy.** Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

Assignments

Below are brief descriptions of our assignments for ENG 697. No exams are given; instead, you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing. Full prompts for each assignment will be available in D2L.

- **Assessment Dialogues:** Opportunities for you to consider your learning processes and set goals for our course. These are dialogues because you will write and revise these in conversation with Dr. Johnson and, when appropriate, your peers. Assessment Dialogue #1 will be due in Week 1 and Assessment Dialogue #2 will be due in Week 5, and each should be 200-400 words.

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- **Weekly Reading Annotations:** Each week you will be responsible for annotating several required readings by Wednesday at 11:59 pm CST, using the open-access tool Hypothes.is linked in D2L. For each reading, you should aim for *at least* 3 engagements (note: highlighting without a comment remains private and will not count toward your expected annotations).
- **Weekly Questions & Quotes and Peer Responses:** After completing your weekly annotations, you should post to the corresponding Questions & Quotes discussion board on D2L, which will invite you to submit post-reading questions or quotes for further consideration. These do not need to be polished discussion posts but rather opportunities to ask questions and work out any ideas or confusions. These should be posted by Wednesday at 11:59 pm CST. By Saturday at 11:59 pm CST, you should engage with your peers' Questions & Quotes. You should aim to engage at least one peer significantly (composing a robust response to their questions or offer an interpretation of a posted quote) or multiple peers less significantly (follow up questions, general comments of agreement, Likes).
- **Concept Tracing:** You will be assigned a key term from our course and trace its intellectual history across our course texts as well as additional creditable resources. As you trace the term, you should demonstrate how the term has changed over time, how it has been taken up by different scholarly traditions, and its impact on the work of writing assessment. This project includes two parts: 1) a brief essay of 3-4 pages (750-1000 words not counting references, double spaced, MLA or APA style), 2) a visualization (infographic, slide deck, video essay, etc.). These will be shared with your peers and should be informative, thought provoking, and appropriately polished. This project will be due by the end of Week 2.
- **Final Project:** By the end of our course, you will complete a major project related to our course content as well as your own learning goals. Below I provide a range of potential projects you may complete. Regardless of the genre and mode of delivery, your project should be thoroughly researched and feature polished writing appropriate for a graduate course. Collaborative projects are accepted, but please notify me of your collaboration. The project should be submitted during finals (specific dates provided in D2L). You might consider these kinds of projects:
 - **Interface Analysis of an Assessment Tool:** There are several technologies available to assist in assessing, evaluating, and responding to student writing. Identify one (or two, if you want to do a comparison) technology and perform a critical interface analysis of the tool. This is an analytical essay and should feature strong observational claims grounded using relevant evidence and scholarship. This project should be well-researched, use consistent academic citation and style, include an abstract of 100-150 words, and be 6-8 pages (1500-2000 words not counting references, double spaced, MLA or APA style), or a multimodal equivalent.
 - **Book Review:** Select a recent (published between 2020-2024) academic book focusing on writing assessment to carefully read and review. The review should address the core argument, intended audience, and organization of the book followed by a detailed summary of the chapters and the author's ultimate conclusions. The book can be a monograph (single author) or edited collection.

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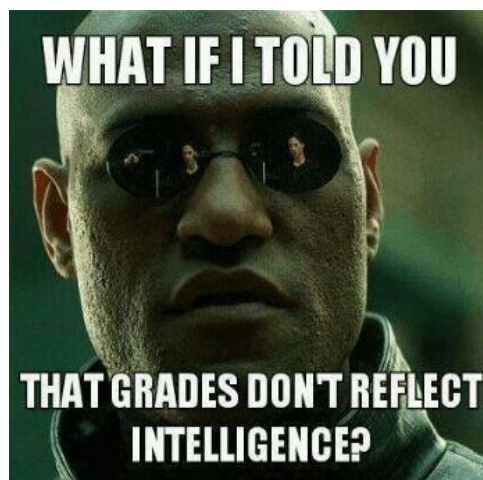
You can also review up to three books comparatively. The book review can (probably should) be drafted with the intention of sending it to a journal for publication. Identify a target journal and examine their expectations for book reviews. If their expectations are very different from mine, please contact me and we will figure it out. Provide a critical review of the book(s) and its impact in 6-8 pages (1500-2000 words not counting references, double spaced, MLA or APA style), or a multimodal equivalent. *A list of potential books will be posted in D2L.*

- **Journal Analysis:** Select a journal dedicated to publishing scholarship on writing assessment: *Journal of Response to Writing*, *Journal of Writing Assessment*, *Assessing Writing*, *Intersection of Assessment and Learning*, *International Journal of ePortfolio*, *Journal of Assessment in Higher Education*, etc.). After identifying a journal, review at least two years (no fewer than 4 issues) paying attention to the kind of articles being published, the topics being addressed, any unique features, publishing motto and process, and other important elements. Provide a critical review of the journal and its impact in 6-8 pages (1500-2000 words not counting references, double spaced, MLA or APA style), or a multimodal equivalent.
- **Annotated Bibliography with Critical Introduction:** Create a focused review of 8-10 published peer reviewed articles and/or books that concisely summarizes and evaluates each source on its own merits. In a short critical introduction, demonstrate through synthesis the overlapping and divergent arguments that you reviewed. Each resource should include a full bibliographic citation and summary and evaluation paragraphs (~100-200 words). The critical introduction should be 4-5 pages (1000-1250 words not counting references, double spaced, MLA or APA style), or a multimodal equivalent.
- **Attendance & Extended Response to a Class Meeting:** Attend at least **two** of our optional meetings, participate in the discussion, and take careful notes. Then in a short paper, critically respond to the discussions held in class. Support your response with appropriate citations and carefully give proper credit to your peers for their ideas. This project can be more reflective than argumentative; nonetheless, it should be 5-7 pages (1250-1750 words not counting references, double spaced, MLA or APA style), or multimodal equivalent.
- **Term Paper:** A traditional academic argument related to a topic studied in our course. This paper could be something appropriate for presenting at a conference or a part of a larger writing project (e.g., article for publication, thesis, dissertation). This project should be well-researched, use consistent academic citation and style, include an abstract of 100-150 words, and be 6-8 pages (1500-2000 words not counting references, double spaced, MLA or APA style).
- **Something else:** Don't like these options? Propose something to Dr. Johnson. Do not start something without first getting approval.
- **Critical Assessment Philosophy:** A key outcome for this course is that you will be able to articulate a clear and actionable philosophy of assessment; that is, you can take what you have learned and apply core concepts to your own teaching. This philosophy should be no longer than 1 single spaced page (approx. 500 words).

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Grades Feedback & Assessment

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt that they limit the learning process, create nasty habits designed to “get the A,” and cause more anxiety than they are worth. However, I also realize that grades are important data points for you – your financial aid, future jobs, and ability to graduate are all tied up in the grades you receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model*. In this model, **you will not receive individual letter grades on assignments**. Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.



In the D2L gradebook, writing assignments will be marked

- **Accept** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident, and the project is polished.
- **Revise** when elements of the project are incomplete or underdeveloped. Some effort is evident but major revisions would be beneficial. *For assignments marked Revise, you are, of course, able and encouraged to revise and resubmit.*
- **No credit** when a project wasn't completed and/or wasn't turned in.
- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Johnson.

Weekly Annotations and Questions & Quotes will be marked **Credit, Half Credit, or No Credit**. In most cases, these assignments are not revisable or open for late submission.

With that being said, this course is not “gradeless” because I, begrudgingly, have to enter final course grades. These final grades will take into account your work completion, my various responses to your work, and your laboring toward meaningful compositions and engagement. You will outline your own evaluation in Assessment Dialogue #2. Collaboratively we will determine a grade using the (very limiting) A&M-Commerce standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your writing and your general progress in this course (though don't expect me to give you a “grade” in lieu of a discussion of your progress).

COURSE & UNIVERSITY POLICIES

Communicating & Meeting with Dr. Johnson

Communication is a key part of success in this course. I rely on D2L announcements for general information and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner). I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you!

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For Summer 2024, I request that you schedule an appointment with me so that I am sure to be available and ready to focus on your concerns. Use <https://tidycal.com/gpi>

Crisis Response

We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as your instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

Learning Coalition

This classroom is a community of researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ableist, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: **I expect your work to be your work.** I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect – it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as teachers and researchers is to build knowledge in relational and accountable ways.

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below.

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- [Graduate Student Academic Dishonesty 13.99.99.R0.10:
https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf](https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf)

Turnitin & Similar Tools

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turnitin.com for its services with your tuition dollars. Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal Hybrid Pedagogy: <https://hybridpedagogy.org/resisting-edtech/>.

Using AI

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. I encourage it (to the extent that you are comfortable)! Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

- ***University Note on Artificial Intelligence (AI)*** [August 2023 version; edited]. Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text (including images and audio), or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Grievance Procedure

If you have concerns regarding this course, please first address those concerns with Dr. Johnson to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another communication medium, you should then schedule an appointment with **Dr. Ashanka Kumari (PhD Coordinator; ashanka.kumari@tamuc.edu)** or **Dr. Shannon Carter (MA/MS Coordinator; shannon.carter@tamuc.edu)**. If the issue must be elevated beyond the instructor and your respective program coordinator, then you should contact **Dr. Hunter Hayes (Chair of the Department; hunter.hayes@tamuc.edu)**. Where applicable, consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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University Policy on Student Conduct & Nondiscrimination Notice

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>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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.

- **Texas Senate Bill 17** (<https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf>), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

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>

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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.

RESOURCES & SUPPORT

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

Students with Disabilities—ADA Statement

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

Waters Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

Mental Health Support

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

Accessing the Course Website

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.

LMS Technical Support

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). If you are having technical difficulty with any part of Brightspace, you can contact Brightspace Technical Support at 1-877-325-7778. <https://community.brightspace.com/support/s/contactsupport>

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Week 1: July 8-13 Histories & Terminologies of Writing Assessment	
REQUIRED READINGS [82+ pages + 43 minutes] <ul style="list-style-type: none"> • Course Syllabus • D2L Course (including course assignments) <p><i>Theory & Scholarship [59 pages]</i></p> <ul style="list-style-type: none"> • Kathleen Blake Yancey (1999), "Looking Back as We Look Forward: Historicizing Writing Assessment" [20 pages] • Pat Belanoff (1991), "The Myths of Assessment" [12 pages] • Brian Huot and Jeff Perry (2009), "Toward a New Understanding for Classroom Writing Assessment" [19 pages] • CCCC (2022), "Writing Assessment: A Position Statement" [8 pages] <p><i>Teaching Practices [23 pages]</i></p> <ul style="list-style-type: none"> • Jason McIntosh (2023), "Is this for a grade?': Understanding Assessment, Evaluation, and Low-Stakes Writing Assignments" [15 pages] • Sarah W. Beck, Karis Jones, and Scott Storm (2019), "Equity-Based Writing Assessment as Structured Improvisation" [8 pages] <p><i>Listening [43:17]</i></p> <ul style="list-style-type: none"> • <i>Pedagogue</i> ep. 106, Kathleen Blake Yancey [33:17] • Selections from <i>Bad Ideas About Writing</i> podcast read by Kyle Stedman <ul style="list-style-type: none"> ◦ Mitchell R. James, "Grading Has Always Made Writing Better" [10:00] 	
Tuesday, July 9 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings • Annotate Readings in hypothesis (D2L) • Post Questions & Quotes
Wednesday, July 10 @ 5:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, July 12 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers Questions & Quotes (D2L) • Submit Assessment Dialogue #1
Week 2: July 14-20 Validity, Reliability, Fairness	
REQUIRED READINGS [67 pages + 69 minutes] <p><i>Theory & Scholarship [58 pages]</i></p> <ul style="list-style-type: none"> • Pamela Moss (1994), "Can There Be Validity Without Reliability?" [7 pages] • Michael Williamson (1994), "The Worship of Efficiency: Untangling Theoretical and Practical Considerations in Writing Assessment" [26 pages] • Mya Poe (2012), "Making Digital Writing Assessment Fair for Diverse Writers" [9 pages] 	

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<ul style="list-style-type: none"> • Ellen Cushman (2016), "Decolonizing Validity" [6 pages] • Alaina Tackitt and David Eubanks (2020), "Resetting the Score: Scores as Measures of Learning" [10 pages] <p><i>Teaching Practices [9 pages]</i></p> <ul style="list-style-type: none"> • NC State University, "Rubric Best Practices, Examples, and Templates" [webpage] • WAC at University of Wisconsin-Madison, "Principles of Assessing Student Writing" [webpage] <p><i>Listening [69:12]</i></p> <ul style="list-style-type: none"> • <i>Pedagogue</i> ep. 65, Edward M. White [47:12] • Selections from <i>Bad Ideas About Writing</i> podcast read by Kyle Stedman [25:00] <ul style="list-style-type: none"> ◦ Anne Leahy, "Rubrics Save Time and Make Grading Criteria Visible" ◦ Crystal Sands, "Rubrics Oversimplify the Writing Process" 	
Tuesday, July 16 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings & viewings • Annotate Readings in hypothesis (D2L) • Post Questions & Quotes
Wednesday, July 17 @ 5:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, July 19 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers' Questions & Quotes (D2L)
<p style="text-align: center;">Week 3: July 21-27 Responding to Student Writing</p>	
REQUIRED READINGS [107 pages + 1 hour]	
<p><i>Theory & Scholarship [96 pages]</i></p> <ul style="list-style-type: none"> • Nancy Sommers (1982), "Responding to Student Writing" [8 pages] • Carmen Kynard (2006), "'Y'all Are Killing Me up in Here': Response Theory from a Newjack Composition Instructor/SistahGurl Meeting Her Students on the Page" [26 pages] • Carolyn Calhoon-Dillahunt and Dodie Forrest (2013), "Conversing in Marginal Spaces: Developmental Writers' Responses to Teacher Comments" [19 pages] • Andrew Thomas-James Moos (2020), "The Effects of Informal Training on Graduate Teaching Assistants' Response Beliefs" [32 pages] <p><i>Teaching Practices [22 pages]</i></p> <ul style="list-style-type: none"> • Anthony Edward Edington (2016), "Split Personalities: Understanding the Responder Identity in College Composition" [16 pages] • Kristien Starkowski (2023), "Teaching Students to Close Read Feedback" [6 pages] <p><i>Listening [61:49]</i></p> <ul style="list-style-type: none"> • <i>Pedagogue</i> ep. 6, Nancy Sommers [21:49] • <i>Pedagogue</i> ep. 25, Chris M. Anson [24:59] • Selections from <i>Bad Ideas About Writing</i> podcast read by Kyle Stedman <ul style="list-style-type: none"> ◦ Muriel Harris, "When Responding to Student Writing, More is Better" [15:00] 	

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Tuesday, July 23 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings & viewings • Annotate Readings in hypothesis (D2L) • Post Questions & Quotes
Wednesday, July 24 @ 5:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, July 26 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers' Questions & Quotes (D2L) • Submit Concept Tracing assignment
Week 4: July 28-August 3 Antiracist & Alternative Assessment Models	
REQUIRED READINGS [104 pages + 65 minutes] <i>Theory & Scholarship [81 pages]</i> <ul style="list-style-type: none"> • Asao B. Inoue (2019), "Classroom Writing Assessment as an Antiracist Practice: Confronting White Supremacy in the Judgements of Language" [31 pages] • Matthew Gomes et al. (2020), "Enabling Meaningful Labor: Narratives of Participation in a Grading Contract" [13 pages] • Stephanie West-Puckett, Nicole I. Caswell, & William P. Banks (2023), "Engaging Assessment Counterstories through a Cultural Rhetorics Framework" [17 pages] • Ellen C. Carillo, Megan Von Bergen, Hannah T. Davis, and Maggie Fernandes, Emily Brier, & Megan McIntyre (2024), "Where We Are: Ungrading" [20 pages] <i>Teaching Practices [23 pages]</i> <ul style="list-style-type: none"> • Asao B. Inoue & Mya Poe (2020), "How to Stop Harming Students: An Ecological Guide to Antiracist Writing Assessment" [infographic; 6 pages] • Kat O'Meara (2022), "Building Response into Labor-Based Grading" [10 pages] • Seth Czarnecki (2023), "Labor-Based Grading: A New Ethic for Writing Feedback" [7 pages] <i>Listening [64:36]</i> <ul style="list-style-type: none"> • <i>Pedagogue</i> ep. 137, Sara Beam [23:09] • <i>Pedagogue</i> ep. 74, Jesse Stommel [28:27] • Selections from <i>Bad Ideas About Writing</i> podcast read by Kyle Stedman [14 minutes] <ul style="list-style-type: none"> ◦ Christopher R. Friend, "Student Writing Must be Graded by the Teacher" 	
Tuesday, July 30 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings & listening • Annotate Readings in hypothesis (D2L) • Post Questions & Quotes
Wednesday, July 31 @ 5:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, August 2 by 11:59 pm CST	<ul style="list-style-type: none"> • Review Zoom discussion recording • Respond to peers' Questions & Quotes (D2L)
Week 5: August 4-10 Challenges & Opportunities from AI & Other Digital Tools	

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REQUIRED READINGS [80 pages + 1 hour]*Theory & Scholarship [44 pages]*

- Angela Crow (2013), "Managing Datacloud Decisions and Big Data: Understanding Privacy Choices in Terms of Surveillance Assemblages" [6 pages]
- Kelly Hartwell and Laura Aull (2023), "Editorial Introduction – AI, Corpora, and Future Directions for Writing Assessment" [4 pages]
- Elena Cotos (2023), "Automated Feedback on Writing" [17 pages]
- Angela Laflen (2023), "Exploring How Response Technologies Shape Instructor Feedback: A Comparison of Canvas, Speedgrader, Google Docs, and Turnitin GradeMark" [17 pages]

Teaching Practices [36 pages]

- Chris Anson (2023), "Teacher Feedback Tools" [19 pages]
- Lucie Moussu and Christina Grant (2020), "A Collaborative Approach to Supporting L2 Students with Multimodal Work in the Composition Classroom and the Writing Center" [17 pages]

Listening [60:06]

- *Pedagogue* ep. 18, Jennifer Grouling [16:37]
- *Pedagogue* ep. 127, Carl Whithaus [20:29]
- Selections from *Bad Ideas About Writing* podcast read by Kyle Stedman [23:00]
 - Chris M. Anson & Les Perelman, "Machines Can Evaluate Writing Well"

Tuesday, August 6 by 11:59 pm CST	<ul style="list-style-type: none"> • Complete Required Readings • Annotate Readings in hypothesis (D2L) • Post Questions & Quotes (D2L)
Wednesday, August 7 @ 5:00 pm CST	<ul style="list-style-type: none"> • Attend optional Zoom discussion
Friday, August 9 by 11:59 pm CST	<ul style="list-style-type: none"> • Respond to peers' Questions & Quotes (D2L) • Submit Final Project (D2L) • Submit Assignment Dialogue #2 (D2L)
Final Grades Posted to myLeo by Monday, August 12 @ 5:00 pm CST	

SYLLABUS ACKNOWLEDGEMENT

Like all writing and knowledge making, this syllabus is composed of constellated knowledges, spaces, histories, affects, and bodies. Elements of this syllabus have been built, borrowed, and remixed with/from my friends and colleagues. This course benefits from the labor of Dr. Nicole Caswell, Dr. Virginia Schwarz, and Dr. Ashanka Kumari as well as countless others. I recognize and honor their efforts and the things they have taught me through our shared intellectual relations.

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