



ENGL 675.01E CRN: 81205
Practicum in Teaching Writing
Course Syllabus: Fall 2026

Instructor Information

Instructor: Dr. Jason A. Walker
Office Location: Talbot Hall, Room 229
Office Hours: M/W 11:00a – 12:00p and 2:30p – 3:30p; Zoom by request
ETAMU Email Address: Jason.Walker@ETAMU.edu
Communication Response Time: Within 24 hours M-Th (see “Communication”)
Class Meeting Days/Time: Wednesday, 5:00p – 7:40p
Class Meeting Location: Talbot Hall 301

Course Information

Textbook(s) Required:

All required readings in ENGL 675 are provided at no cost to students in D2L.

Software Required:

- D2L
- LeoMail
- A Word Processing Program (All ETAMU student have free access to [Office 365.](#))

Course Description

The class is required of all English assistant instructors in the first semester they hold an assistantship or in preparation for holding an assistantship. Graded on a satisfactory (S) and unsatisfactory (U) basis. Not applicable to hours for MA/MS degree. Required course for GAToRs. This is an approved doctoral research tools course. Prerequisites: Permission of the department head.

The syllabus and course calendar may change at the discretion of the instructor. Students will be notified on any changes.

Student Learning Outcomes

- Engagement with a wide range of texts related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts.
- Insight through discussion of those texts with your classmates, other scholars, and me. Sharing expertise is the most effective way to strengthen our collective knowledge and to develop practices that serve our professional and academic communities.
- Frameworks for analysis and action based on rhetorical practices outlined by scholars and teachers of composition. Most prominently, we will engage critical reading and rhetorical analysis practices developed by scholars and teachers to identify unstated assumptions, gaps, and limitations in research and institutional discourse.
- Responsible and honest feedback regarding your work. The central task of this course is not the delivery of content—much of which you are capable of locating independently—but the cultivation of your engagement with that content through sustained conversation and assessment. Feedback on your assignments is grounded in my engagement with your writing as a reader, as well as in my professional expertise as a scholar and teacher of composition.

Instructional Modality

Most of the coursework is completed independently by students outside of scheduled class time, including assigned readings, discussion posts, teaching observations, and other writing assignments. The class meets in person one evening per week for discussion and debriefing of that week's material. Attendance at these weekly meetings is required.

Course Requirements

Student Responsibilities and Tips for Success in the Course

Your success in ENG 675: Practicum in Teaching Writing is tied to active participation in D2L, attendance and active participation in class meetings, and the completion of all readings, activities, and assignments throughout the course.

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Assessment & Grading

Individual assignments are graded on a 0–100 scale to provide specific feedback on your work. However, your final grade for the course is Satisfactory (S) or Unsatisfactory (U), based on timely completion of all assigned readings, discussion posts, teaching observations, and writing assignments, along with regular attendance and participation in weekly class meetings. This course does not apply to hours for the MA or MS degree.

Grading Scale

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

Weighted Grade Distribution

Assignment	Weight %
Memo of Introduction	5%
Weekly Readings Discussions (D2L)	40%
Curriculum Remix Assignment	25%
Pedagogy Journal	40%
Teaching Observations	10%
Final Reflection	5%
TOTAL	100%

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Assessments

Memo of Introduction: The purpose of this assignment is help me to better understand your goals for enrolling in this course, to learn more about how you come to the field of rhetoric and composition or writing studies, the topic of research methods, and to help you to establish a rapport with me.
Weekly Readings Discussions (D2L): The ENG 675 Weekly Readings Discussion forum is where we will engage in dialogue about the readings for each unit. Your initial post for each unit should substantially engage with the readings, introduce <i>at least</i> one (1) new resource (e.g., online/news article, blog post, discipline-specific reading), and make connections to your personal/professional lives. Replies to classmates are not required – interactive discussion will take place in class.
Curriculum Remix Assignment: We will work our way through the Writing Program curriculum throughout the course. You will select a unit from the ENG 1301 curriculum to remix around a current trend in rhetoric and composition or writing studies or your own scholarly interests.
Pedagogy Portfolio: This semester-long activity includes keeping a journal of your pedagogy successes, failures, and other things you want to write about in relation to teaching writing. An alternative assignment will be provided if you are not currently teaching.
Final Reflection: You will complete a final reflection for this course.
Teaching Observation: Twice during the semester, you will be asked to attend a class session for either ENG 100, ENG 1301, or ENG 1302. You will write observation notes as well as a brief reflection on what you observed and how you might connect that observation to theories discussed in our readings and/or your own ideas about teaching. At least one of the two observations should take place before midterm.

Technology Requirements

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online (D2L Brightspace). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool:

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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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@etamu.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, an East Texas A&M campus open computer lab, etc.

Course and University Policies & Procedures

Course Specific Policies & Procedures

Communication

If you have questions or concerns that can't wait for our class meeting, contact me during office hours, by email, or by request for a Zoom conference. My office door is also open to drop-ins when time allows.

Grievance Procedures

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with Dr. Jason Walker, the Director of Writing (Jason.Walker@ETAMU.edu). In the case when the Director of Writing is the instructor, the student should contact Dr. Debbie Lelekis, Interim Chair of the Department of Literature and Languages (Debbie.Lelekis@ETAMU.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus and course schedule may change at the discretion of the instructor. Students will be notified of any changes via ETAMU email and on D2L.

The syllabus and course calendar may change at the discretion of the instructor. Students will be notified on any changes.

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.etamu.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>

Nondiscrimination Notice

East Texas A&M University 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.

Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<https://www.etamu.edu/attendance/>

<https://coursecatalog.tamuc.edu/undergrad/academic-procedures/>

Policy on Artificial Intelligence

East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with *The syllabus and course calendar may change at the discretion of the instructor. Students will be notified on any changes.*

students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

Academic Integrity

Students at East Texas A&M University 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

Undergraduate Student Academic Dishonesty Form:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form:

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

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.etamu.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

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

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East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Resources

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.etamu.edu/counsel

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 *The syllabus and course calendar may change at the discretion of the instructor. Students will be notified on any changes.*

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>

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

Chat with a Librarian! Get immediate assistance with our chat service on the main Library page: <https://www.etamu.edu/library/>

- Email libraryservice@etamu.edu We will respond to your email within 24 hours, often much sooner.
 - **Text** your question to 903.225.2862.
 - **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
 - **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
 - **Visit Us!** We'd love to meet you in-person! o Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
- East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hrealion@etamu.edu or go online by clicking [schedule an appointment](#).

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Course Calendar

Weeks 1-4: August 24-September 20: The ETAMU First-Year Writing Sequence

Week 1: August 24-August 30: ENGL 100

- Assignments
 - Weekly Readings D2L Post
- Readings
 - ENGL 100 Syllabus Guide for Instructors (attached)
 - THECB, Texas Success Initiative overview — <https://www.highered.texas.gov/texas-success-initiative/>
 - ETAMU, Texas Success Initiative (TSI) — <https://www.etamu.edu/office-of-provost-academic-affairs/texas-success-initiative/>

Week 2: August 31-September 6: ENGL 1301

- Assignments
 - Weekly Readings D2L Post
- Readings
 - ENGL 1301 Syllabus Guide for Instructors (attached)
 - Unit 1 Pacing Guide, Writing and Rhetoric: First Semester Composition — <https://odp.library.tamu.edu/writing-and-rhetoric-first-semester/chapter/unit-1-pacing-guide-personal-narrative/>
 - Unit 2 Pacing Guide, Writing and Rhetoric: First Semester Composition — <https://odp.library.tamu.edu/writing-and-rhetoric-first-semester/chapter/unit-2-pacing-guide-popular-rhetorical-analysis/>
 - Jones, "3.5 Classical Rhetoric," Informed Arguments: A Guide to Writing & Research, 4th ed. — <https://odp.library.tamu.edu/informedarguments/chapter/classical-rhetoric/>
 - Jeffrey, Zickel, Pantuso, et al., "3.4 What is the Rhetorical Situation?," Informed Arguments — <https://odp.library.tamu.edu/informedarguments/chapter/what-is-the-rhetorical-situation/>
 - Melzer, "Understanding Discourse Communities," Writing Spaces, Vol. 3 — <https://wacclearinghouse.org/docs/books/writingspaces3/melzer.pdf>

Week 3: September 7-September 13: ENGL 1302

- Assignments
 - Weekly Readings D2L Post
- Readings
 - ENGL 1302 Syllabus Guide for Instructors (attached)

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- Unit 1 (Weeks 1–4), Writing and Rhetoric: Second Semester Composition —
<https://odp.library.tamu.edu/writing-and-rhetoric-second-semester/>
- "4.5 Toulmin: Dissecting the Everyday Argument," Informed Arguments: A Guide to Writing & Research, 4th ed. —
<https://odp.library.tamu.edu/informedarguments/chapter/toulmin-dissecting-the-everyday-argument/>
- "4.6 Rogerian Argument," Informed Arguments —
<https://odp.library.tamu.edu/informedarguments/chapter/rogerian-argument/>
- Delf, Drummond, and Kelly, "Chapter 17: The Burkean Parlor Metaphor," A Dam Good Argument —
<https://open.oregonstate.education/goodargument/chapter/burkean-parlor-metaphor/>

Week 4: September 14-September 20: Learning Theories

- Assignments
 - Weekly Readings D2L Post
- Readings
 - UC Berkeley GSI Teaching & Resource Center, "Overview of Learning Theories" (Behaviorism, Cognitive Constructivism, Social Constructivism) —
<https://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/learning-overview/>
 - Simply Psychology, "Kolb's Learning Styles and Experiential Learning Cycle" —
<https://www.simplypsychology.org/learning-kolb.html>

Week 5: September 21-September 27: Assessment

- Assignments
 - Weekly Readings D2L Post
 - Memo of Introduction
- Readings
 - "Writing Assessment Principles," CCCC Position Statement
 - "'Is This for a Grade?': Understanding Assessment, Evaluation, and Low-Stakes Writing Assignments," by Jason McIntosh from Writing Spaces, Volume 5
 - "Retrospective. Toward Fairness in Writing Assessment," from Considering Students, Teachers, and Writing Assessment: Volume 2, Emerging Theoretical and Pedagogical Practices by Diane Kelly-Riley, Ti Macklin, and Carl Whithaus
 - "Principles for the Postsecondary Teaching of Writing," CCCC Position Statement
 - "Students' Right to Their Own Language," CCCC Position Statement

Week 6: September 28-October 4: The Writing Process

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "Teach Writing as a Process Not Product," by Donald Murray in The Leaflet
 - "Introduction: Seeing Writing Processes," from Situating Writing Processes by Hannah J. Rule
 - Allen, "The Inspired Writer vs. the Real Writer," Writing Spaces, Vol. 1 — <https://wacclearinghouse.org/books/writingspaces1/allen--the-inspired-writing-vs-the-real-writer.pdf>
 - Van Ittersum and Lockridge, "Find the Best Tools for the Job: Experimenting with Writing Workflows," Writing Spaces, Vol. 4 — <https://wacclearinghouse.org/docs/books/writingspaces4/ittersum.pdf>

Week 7: October 5-October 11: Meta-Cognition

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "1. The Content of Composition, Reflective Practice, and the Transfer of Knowledge and Practice in Composition," from Writing Across Contexts: Transfer, Composition, and Sites of Writing by Kathleen Blake Yancey, Liane Robertson, and Kara Taczak
 - "Chapter 10. Teaching Metacognition to Reinforce Agency and Transfer in Course-Linked First-Year Courses," by Dianna Winslow and Phil Shaw from Contemporary Perspectives on Cognition and Writing
 - Taczak, "The Importance of Transfer in Your First Year Writing Course," Writing Spaces, Vol. 4 — <https://pressbooks.gvsu.edu/writingspaces4/chapter/the-importance-of-transfer-in-your-first-year-writing-course/>
 - Giles, "Reflective Writing and the Revision Process: What Were You Thinking?," Writing Spaces, Vol. 1 — <https://wacclearinghouse.org/books/writingspaces1/giles--reflective-writing-and-the-revision-process.pdf>

Week 8: October 12-October 18: Responding to and Grading Student Writing

- Assignments
 - Weekly Readings D2L Post
- Readings
 - Princeton Writing Program, "Responding to Student Writing" — <https://writing.princeton.edu/faculty/teaching-writing/responding-student-writing>

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- Grauman, "What's That Supposed to Mean? Using Feedback on Your Writing," Writing Spaces, Vol. 4 —
<https://pressbooks.gvsu.edu/writingspaces4/chapter/whats-that-supposed-to-mean-using-feedback-on-your-writing/>
- Levine, "What Are We Being Graded On?," Writing Spaces, Vol. 4 —
<https://wacclearinghouse.org/docs/books/writingspaces4/levine.pdf>

Week 9: October 19-October 25: Literacy

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "CCCC Position Statement on the Role of Reading in College Writing Classrooms," CCCC Position Statement
 - Li, "Reflecting on Literacy Identities Through Writing Personal Narratives," Writing Spaces, Vol. 7 — https://writingspaces.org/wp-content/uploads/2024/07/Li_Reflecting-on-literacy-identities-through-writing-personal-narratives.pdf
 - DePiero and Dippre, "How Writing Happens," Writing Spaces, Vol. 5 — <https://wacclearinghouse.org/docs/books/writingspaces5/4DePiero-Dippre.pdf>

Week 10: October 26-November 1: Rhetorical Approaches

- Assignments
 - Weekly Readings D2L Post
- Readings
 - Bitzer, Lloyd F. "The Rhetorical Situation." *Philosophy & Rhetoric*, vol. 1, no. 1, 1968, pp. 1–14. (via library)
 - "Chapter 8: Rhetoric and Argumentation" (Toulmin Model, logical fallacies), *Reading Rhetorical Theory*, University of Minnesota Libraries Publishing
 - "Chapter 11: Rhetoric and Narrative" (Form, Genre, and Frame Theory; the Narrative Paradigm), *Reading Rhetorical Theory*, University of Minnesota Libraries Publishing

Week 11: November 2-November 8: Collaboration

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "Collaborative Learning and the 'Conversation of Mankind,'" by Kenneth Bruffee
 - "Writing, Technologies, and the Fifth Canon," by Andrea Lunsford
 - "1. Is Writing Inherently Collaborative," from *Beyond Conversation: Collaboration and the Production of Writing* by William Duffy

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Week 12: November 9-November 15: Entering Academic Discourse

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "Inventing the University," by David Bartholomae
 - "6. Rhetorical Genre Studies," from *Genre: An Introduction to History, Theory, Research, and Pedagogy* by Anis S. Bawarshi and Mary Jo Reiff
 - Irvin, L. Lennie. "What Is 'Academic' Writing?" *Writing Spaces*, Vol. 1, 2010, pp. 3–17 — <https://wacclearinghouse.org/docs/books/writingspaces1/irvin--what-is-academic-writing.pdf>
 - Bunn, Mike. "How to Read Like a Writer." *Writing Spaces*, Vol. 2, 2011, pp. 71–86 — <https://wacclearinghouse.org/docs/books/writingspaces2/bunn--how-to-read.pdf>

Week 13: November 16-November 22: Multilingual and International Student Writers

- Assignments
 - Weekly Readings D2L Post
- Readings
 - "CCCC Statement on Second Language Writing and Multilingual Writers," CCCC Position Statement
 - "Statement on Globalization in Writing Studies Pedagogy and Research," CCCC Position Statement
 - Purdue OWL, "Working with Multilingual Student Writers: A Faculty Guide" — <https://owl.purdue.edu/writinglab/faculty/documents/2021-Multilingual-Faculty-Guide.pdf>
 - University of Minnesota, Writing Across the Curriculum, "Supporting Multilingual Learners" — <https://wac.umn.edu/tww-program/teaching-resources/supporting-multilingual-learners>

Week 14: November 23-November 29: Thanksgiving

- Thanksgiving (No class meeting November 25)

Week 15: November 30-December 6: Multimodality

(Last class meeting on December 3)

- Assignments
 - Reflection
 - Pedagogy Journal
- Readings

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- "A Pedagogy of Multiliteracies: Designing Social Futures," by the New London Group
- "Reimagining Computer Literacy," from Multiliteracies for a Digital Age by Stuart Selber
- "Introduction: Mapping the Histories, Definitions, Methods, and Conversations of Multimodal Transfer," from Multimodal Composing and Writing Transfer by Kara Poe Alexander, Matthew Davis, Lilian W. Mi