

Fall 8-15-2017

# ENG 5061B 600: Topics in Literature and Literary Theory

Robin Murray  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_fall2017](http://thekeep.eiu.edu/english_syllabi_fall2017)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Murray, Robin, "ENG 5061B 600: Topics in Literature and Literary Theory" (2017). *Fall 2017*. 77.  
[http://thekeep.eiu.edu/english\\_syllabi\\_fall2017/77](http://thekeep.eiu.edu/english_syllabi_fall2017/77)

This Article is brought to you for free and open access by the 2017 at The Keep. It has been accepted for inclusion in Fall 2017 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**English 5061 B: Special Topics:**  
**The NWP/EIWP Advanced Institute to Scale Up the NWP College-Ready Writers Program**  
**A College, Career, and Community Writers Program**

Instructors: Robin L. Murray and Kristin Runyon    Emails: [rlmurray@eiu.edu](mailto:rlmurray@eiu.edu) and [karunyon2@eiu.edu](mailto:karunyon2@eiu.edu)

Face-to-Face Dates: August 7, 8, and 9; October 13, 2017

Online discussions and assessment activities will earn CPDH units in the spring semester

**Catalogue Description:** Special topics in language and literature not ordinarily treated in standard courses. The topic will vary from semester to semester.

**Course Description:** The Fall 2017 ENG 5061B course is an National Writing Project/Eastern Illinois Writing Project Advanced Institute to Scale Up the College-Ready Writers Program. This course and follow-up professional development program integrates instructional resources, formative assessment, and professional development resources. The CRWP Advanced Institute highlights teaching argument based in instructional resources, formative assessment, and professional development resources that can be used as is, adapted to fit specific local contexts, and be studied as models.

**Learning Objectives:** Upon completion of the course, the students will be able to

- (1) discuss, examine, and debate current issues in literary theory and cultural studies (possible examples include: theories of authorship; race and gender theories; digital humanities);
- (2) apply current theories to pertinent primary texts and/or contexts;
- (3) demonstrate competencies in a topic or theory to enable participation in professional or public setting (such as submit a seminar paper for a conference presentation).

**Because this is a graduate-level course, we also indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Depth of content knowledge: 1, 2, 3
- Effective critical thinking and problem solving: 1, 2
- Effective oral and written communication: 1, 2, 3
- Advanced scholarship through research or creative activity: 3

**Course Requirements and Goals:**

1. Create 4 cycles of argument writing as Teams during our August face-to-face dates.
2. Implement at least two of these cycles of argument writing during the 2017-18 school year in at least one of your classes (one in fall with a “product” from select students to assess by October 13, and one in spring with a “product” from select students by the date of our online Using Sources Assessment Tool session during the spring semester.
3. Implement 2 uses of the Using Sources Assessment Tool for the year—one during the Institute Day Luncheon, and the other online on a date in spring we determine together.

**From the National Writing Project: GRANT EXPECTATIONS**

The Purpose of the CRWP Advanced Institute is for your site to build a CRWP Consulting Team that will:

- Study CRWP curricular and formative assessment tools;
- Plan for using CRWP curricular materials as part of 4 cycles of writing in their classrooms during the 2017-2018 school year;
- Use CRWP formative assessment tools to look at student writing together during the year, including using the Using Sources (UST) to collaboratively look at student writing at least twice during the year (first time before October 15<sup>th</sup>);
- Plan together to offer CRWP professional development in high-need schools in 2018-2019 and beyond (only if so choose—another grant opportunity).

**Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism:** The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

**Electronic Writing Portfolio:** This class is a writing intensive class, so you may submit your paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

**Writing Center:** Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

**Please Note:** Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, "Application for English department Approval to Student Teach." These are available on a rack outside the office of Dr. Melissa Ames.

**Also Note:** You must complete all major assignments to complete this course.

### **Tentative Calendar for the In-Class Portion**

#### **Day One:**

1. Nametags (Name, teaching assignment, with argument writing)
2. *Pose, Wobble, Flow* prompt about changing curriculum
3. Opinion vs Persuasive vs Argument writing (from a writing perspective, not a reading perspective)  
<http://www.smekenseducation.com/Argumentative-v-Persuasive-Writ.html>
  - a. Animal Testing Persuasive vs Argument  
Read for claim and counterclaim  
<http://www.smekenseducation.com/Argumentative-v-Persuasive-Writ.html>
  - b. Answers for claim and counterclaim  
<http://www.smekenseducation.com/Argumentative-v-Persuasive-Writ.html>
4. **Routine Argument Writing**  
Listed as the 1st mini unit, but it's for teachers not students  
Audio files to start conversation  
<https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/crwp-mini-units/routine-argument-writing>
5. **Common language** for our course (standards; PDF reading of Hillocks)  
CCSS Argumentative Writing for Grades 6-8 and CCSS Argumentative Writing for Grades 9-12

<http://www.smekenseducation.com/Argumentative-v-Persuasive-Writ.html>

---

**6. Who are your students?**—small group activity Individually create a student (drawing or list):

- Who will you be teaching?
- What are key characteristics?
- What does this student need?
- What's bothering him or her?
- What are his or her strengths?

As a group, share and create a student (chart paper):

- What is consistent across your personas?
- What are notable distinctions or differences?
- What does this show about the range of personas you are likely to have in your classroom

Gallery walk to see all three students

**7. Writing into the Day to Jumpstart Argument** (mini-unit demo):

<https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/crwp-mini-units/writing-into-the-day-to-jumpstart-argument>

Exploring key design principles of CRWP

- Balanced text set
- Design of text sets
- Order of texts
- Layered reading and writing
- Recursive claim writing and claim emerging through work
- Not a formula for writing
- Multiple opportunities for formative assessment embedded in classroom practices

**8.NWP/C3WP website**

<https://sites.google.com/site/nwpcollegereadywritersprogram/home>

**9.Independent work** (to be completed at home this evening):

- Each member will read through one mini-unit to become the expert on it and to fill-in the lesson plan template. (From website, choose “Instructional Resources,” “CRWP Mini-Units,” and then the link from the embedded PDF or from the “Subpages” at the bottom.):  
<https://sites.google.com/site/nwpcollegereadywritersprogram/planning-tools>
- Read *Transforming Talk into Text* by group.

## Day Two:

### 1. Mini Unit Presentations

### 2. Coming to Terms with Opposing Viewpoints (mini unit demo)

- Exploring key design principles of CRWP
  - Balanced text set
    - Design of text sets
      - Order of texts
  - Layered reading and writing
  - Recursive claim writing and claim emerging through work
  - Not a formula for writing
  - Multiple opportunities for formative assessment embedded in classroom practices

<https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/crwp-mini-units/organizing-evidence-mini-unit>

### 3. Discuss *Transforming Talk into Text* and combine with C3WP

### 4. Using Sources Tool: Formative Assessment

<https://sites.google.com/site/nwpcollegereadywritersprogram/formative-assessment-tools/using-sources-tool-ust>

<https://sites.google.com/site/nwpcollegereadywritersprogram/formative-assessment-tools>

## Day 3: Planning: Where does CRWP fit for you?

**Goal: 4 cycles of argument writing and 2 uses of the UST for the year.**

1. Study and create mini-units in relation to questions like these: What is their design? How do you choose which mini-unit? How does formative assessment inform mini-unit and text set choices?
2. As you plan your mini-units and text sets, think through these more complex questions: What are the underlying skills in the min-units? Looking across, how would you sequence these units?
3. Draw on the C3WP Planning Tools to plan your four Mini-Units as CRWP cycles of source-based argument writing: <https://sites.google.com/site/nwpcollegereadywritersprogram/planning-tools>  
<https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/crwp-mini-units>
4. Plan your mini-lessons and build text sets using these resources:  
<https://sites.google.com/site/nwpcollegereadywritersprogram/creating-a-text-set>  
<https://sites.google.com/site/nwpcollegereadywritersprogram/on-demand-tasks>  
<https://sites.google.com/site/nwpcollegereadywritersprogram/extended-researched-arguments>  
<https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/revision-resources>

### Tentative Calendar for the Online Portion (with Institute Day on site, if possible)

Trying out mini-units, looking at student work, planning for professional development: Please complete a blog post by the 15<sup>th</sup> of each month and respond to two peers' blogs by the end of the month each month.

Month	Classroom Goal (s): Teach four cycles of argument writing. Use the	Advanced Institute Activities
September	<p>Launch routine argument writing: arguments in students' lives, in the world, oral arguments, arguments in response to text(s). Teach a mini-unit. Post in G+ and D2L online.</p>	<p><b>Webinar:</b> Using Sources Tool (UST) Introduction to the UST Note: We will submit detailed Professional Learning Tracking (PLT) forms that report the number of hours of participation at the individual level and provide detailed information about the content and processes used in the Advanced Institute. Blog and response Jigsaw of <i>They Say, I Say</i>.</p>
October	<p>Routine argument writing: teach another mini-unit or have students write an argument piece from one of the routine argument writing exercises. Teach a mini-unit. Post in G+ and D2L online.</p>	<p>After teaching one of the mini- units, bring samples of student writing to analyze using the CRWP Using Sources Tool (UST) and plan for next steps in teaching Blog and response. <b>Attend and/or Present Eastern Illinois Writing Project Institute Day Sessions</b></p>
November	<p>Routine argument writing practice in writers notebooks: arguments in students' lives, arguments in the world, oral arguments, arguments in response to text(s). Teach a mini-unit. Post in G+ and D2L online.</p>	<p>Advanced Institute Mid-Year Partnership Meeting, online events. Blog and response. Explore how to make SAT writing prompt College-Ready C3WP friendly.  Selected TCs and Co-Directors attend NWP and CRWP Advanced Institute Mid-Year Meeting, November 2017, in St. Louis, MO, following the NWP Annual Meeting.</p>
December	<p>Routine argument writing practice: arguments in students' lives, arguments in the world, oral arguments, arguments in response to text(s) Teach a mini-unit</p>	<p>Blog. Plan your second semester mini-lessons. Explore how to support students in revising and writing more extended arguments. Blog and Response. See videos, sample assignments and student samples here: <a href="#">Extended Research Arguments</a></p>
January	<p>Routine argument writing practice: arguments in students' lives, arguments in the world, oral arguments, arguments in response to text(s) Teach a mini-unit</p>	<p>Work on curriculum re-planning for Spring semester—which mini-units do you plan to do? Review the PPT and the sample prompts in this link <a href="#">On Demand Argument Writing</a> <b>Attend National online event</b> Note: We will submit detailed Professional Learning Tracking (PLT) forms that report the number of hours of participation at the individual level and provide detailed information about the info used in the Advanced Institute. Blog and Response.</p>

February	Routine argument writing: work on revising at least one piece of writing from a mini-unit to produce a more extended argument	<p>Blog as <i>Argument in the Real World</i> Jigsaw posts. Either this month or next--Bring student samples from another mini-unit or a piece of argument writing that students wrote from one of the routine pieces. Analyze the writing using the Using Sources Tool found here: <a href="#">UST</a></p> <p><b>Attend National online event</b></p>
March	Routine argument writing: teach another mini-unit	<p><i>Argument in the Real World</i> Jigsaw posts in Blog and/or analyzing writing using the UST. Collect and share student writing from mini-units with NWP</p> <p>Analyze the writing using the Using Sources Tool found here: <a href="#">UST</a></p>
April	Routine argument writing: work on revising at least one piece of writing from a mini-unit to produce on demand writing like this: <a href="#">On Demand Argument Writing</a>	<p>Plan ways to build professional communities through Google + and D2L</p> <p>Blog and response: Share a text set for future mini-lessons.</p>
May	Final Routine argument writing: work on revising at least one piece of writing from a mini-unit to produce a more extended argument OR wrap up exploration of arguments in students' lives, arguments in the world, oral arguments, arguments in response to text(s)	Plan ways to build professional communities through Google + and D2L
June		Note: We will submit detailed Professional Learning Tracking (PLT) forms that report the number of hours of participation at the individual level and provide detailed information about the content and processes used in the Advanced Institute.
July		Share ideas with ISI 2018. Note: We will submit detailed Professional Learning Tracking (PLT) forms that report the number of hours of participation at the individual level and provide detailed information about the content and processes used in the Advanced Institute.
August		We will submit detailed Professional Learning Tracking (PLT) forms that report the number of hours of participation at the individual level and provide detailed information about the content and processes used in the Advanced Institute.