

**COLLIN COLLEGE**

**ENGLISH  
DEPARTMENT  
SOURCE  
BOOK**

**Introduction &  
Statement of Philosophy**

2018-19

## *Acknowledgments*

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## *Introduction*

This guide provides both practical and theoretical resources for teaching college-level writing. The following pages include basic course descriptions, descriptions of state-mandated student learning outcomes, basic administrative logistics and procedures, grade and attendance reporting, Writing Center referrals, and other information that allows you to more fully focus on teaching successfully. Beyond these basics, this resource also provides a larger discussion of the theoretical foundations and approaches for how we teach. We have added an annotated bibliography as well as sample assignments that spotlight a variety of approaches to teaching composition, argument, research, literature, technical writing, and creative writing.

To associate faculty, we invite you to share your teaching experiences and resources with the entire English faculty. Such exchanges and discussions guide and strengthen the future growth of the department.

As we are all writers, authors, and scholars who appreciate the importance of revision, please let us know what we need to add to future editions of this resource.

– The Curriculum Review Committee, 2018-19

## *1301 and 1302 Statement of Philosophy*

In Collin's first-year writing courses, students learn and gain experience writing in conversation with current composition and rhetoric pedagogical and theoretical practices. We believe that college writers benefit from:

- Working through multiple steps on major writing projects, including invention, drafting, peer review, and revision.
- Understanding the rhetorical purpose for their writing.
- Writing in multiple genres and to different audiences.
- Understanding how social, textual, and historical circumstances inform texts.
- Feedback from peers and instructor.

Along with our focus on writing, we also recognize the solid role reading plays in composition classrooms. English 1301 and 1302 together form the most comprehensive introduction to reading and writing in the academy. It is our classrooms where students must become familiar with and focused on working with the types of texts that organize academia.

Our goal in every course is to help students understand that they are producers, not just receivers, of knowledge. We accomplish this goal through student-driven, inquiry-based activities throughout the semester that help students develop their reading, writing, and research skills. Classroom activities should invite active student engagement.

We describe the transferrable skills that students will develop while working on projects for our courses, connecting the work to other projects in the same course, academic work for other courses, work in their future careers, and writing for their own civic and personal purposes. We help students see the value and use of interrogating assumptions, examining evidence, asking questions, reading thoughtfully, and writing clearly are skills crucial to being successful scholars as well as responsible citizens. Our utmost goal is to teach students that the benefit of a liberal arts education is not only to collect a body of knowledge, but also to gain the skills necessary to create their own knowledge—to find it, analyze it, and apply it independently and responsibly, whatever discipline they pursue.

## *Students at Collin College*

As a two-year school in a major metropolitan area, Collin College serves many students with a diverse range of learning goals: from two-year degrees to medical and graduate school programs. Our classrooms reflect this diversity. While a majority of our students fit into the “traditional” college student age-range, that still only accounts for less than half of the students at Collin. Many of our students are returning to college after being laid off from careers, while others are returning to school to pursue new interests. Some are coming to Collin from brief experiences at other four-year colleges. Classrooms provide a rich ground of varied professional, cultural, and generational differences that surface in productive ways in writing and literature classroom discussions.

This diversity of backgrounds often puts pressure on introductory courses because not all students have had the same training and education. Some student writers have not written a paper in over twenty years while others are directly out of high school with more recent writing practice. Other students may have had negative experiences with writing and need encouragement and support to feel confident in the classroom. The great diversity in student writing and critical reading abilities makes the composition and literature classroom a challenging place. This sourcebook will address some of these challenges.