ENG 7800
Learning Transfer

OHIO UNIVERSITY

1804

Location: Ellis Hall 107
Time: Mondays & Wednesdays 3:05-4:30
Dates: Jan. 13th-May 2nd, 2020

All course materials available in:

Ⓢ schoology®

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Textbooks

No books are required to be purchased for ENG 7800. All readings will be provided in Schoology. However, if you're interested in learning transfer, I recommend the following books:

- *Writing Across Contexts*
- *College Writing and Beyond*
- *Agents of Integration*
- *Understanding Writing Transfer*
- *Critical Transitions*

A complete bibliography of transfer related sources is available in Schoology.

Course Description

ENG 7800 focuses on learning transfer—how people apply knowledge to new contexts. Students will build theories of transfer and explore how to facilitate transfer in their courses. Students will use what they learn to create specific applications for English studies, such as how to facilitate transfer of writing and reading knowledge across contexts: from analog to digital contexts, from English to other courses, and from university contexts to contexts outside of school.

Course Outcomes

By the end of ENG 7800, students will be able to:

- Create working definitions for the term *transfer* as well as related terms, such as *generalization, remediation, transformation,* and so on.
- Apply theories of transfer to their own teaching, including making activities designed to facilitate transfer.
- Design courses built to foster learning transfer.
- Design research to study learning transfer in English and related fields.

Major Projects

Archaeology Project

The Archaeology Project is an opportunity to look back at past teaching experiences for evidence of learning transfer. Students will be asked to select one assignment they currently teach or have taught. They will then analyze this assignment, specifically looking for ways that it is or is not facilitating learning transfer. The Archaeology Project is a low-stakes opportunity to prepare students for the Assignment Project.

Assignment Project

The Assignment Project is an opportunity to design an assignment from scratch with learning transfer in mind. Students will be asked to create a new assignment (or significantly change an older one) that would foster learning transfer for students in that course. The Assignment Project involves a reflective element in which students will connect theories from learning transfer research to the practical applications proposed in the assignment. Students will present their Assignment Projects to the class.

Application Project

The Application Project is designed to allow students to apply class content in a way that will be most useful to them. Students will choose one of three possible options for the Application Project: A larger pedagogical text similar to the Assignment Project, a research proposal designed to study transfer, or a draft of a scholarly article on transfer. Other options for the Application Project will be considered. Pedagogical and research projects will require a reflection explaining how the project connects to scholarly research. Research projects will require an IRB application.
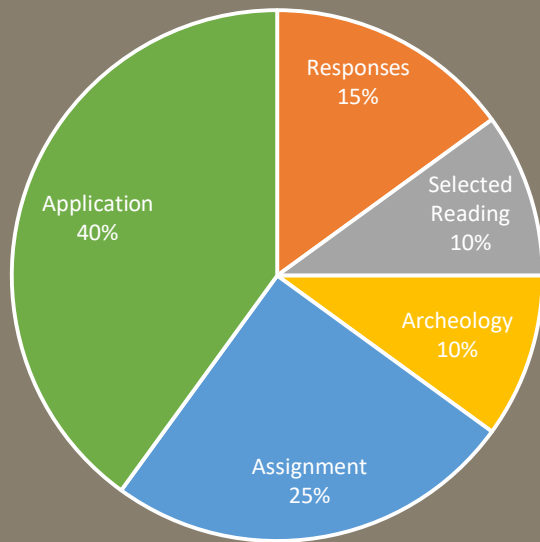
Student Selected Readings

In addition to the major projects, students will be asked to select one additional reading for the class and lead a discussion on that reading. A comprehensive list of learning transfer readings is available in Schoology, but students can also choose to find their own readings. Alternatively, students who are attending CCCC may choose to attend one session on learning transfer and provide the class with detailed notes about the session. When leading the discussion, students should provide no fewer than 5 questions to start discussion and should create one activity related to the reading content.
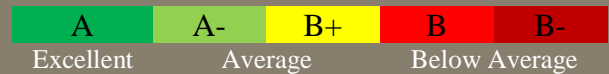
Reading Responses

Most classes will have 2-3 readings to complete before class. Students will write a short response to the readings due no more than 60 minutes before class time. Responses should be no more than 300 words and should be designed to start discussion: they can point to specific points of interest, areas students would like to discuss more, connections to other readings, or questions students may have about the content. Responses should *not* summarize readings.

Grading

Your final grade will be broken down into the following percentages:

- Responses 15%
- Selected Reading 10%
- Archeology 10%
- Assignment 25%
- Application 40%

Grading Scale

A	A-	B+	B	B-
Excellent		Average		Below Average

A — Outstanding: Expectations exceeded for all class assignments.

A- — Good: Expectations met for all class assignments.

B+ — Acceptable: Expectations met with minor problems.

B — Borderline: Expectations met with several minor problems.

B- — Unacceptable: One or more assignments did not meet expectations for graduate work

Participation & Class Environment

Please do your best to encourage open dialog and civil discussion. Keep up with class material and engage with topics both inside and outside of class time.

Attendance — You are expected to attend every class session. If you miss a class without prior approval from me, you will lose 5% of your final grade. If you are late to class twice, it will count as an absence.

Participation — You are expected to engage actively in class discussion. Please be civil to other members of the class, and actively keep dialog open. If you cannot remain civil, you will be asked to leave and will be counted absent.

Tech — You are encouraged to use technology to help you learn. Please make sure that tech (cell phones, laptops, class computers, etc.) are used to add to class content, not to distract from it.

Late Assignments — Late daily assignments will not be accepted. Late major projects will only be accepted with prior approval. Except in extreme cases, late major projects will lose 10% per day until they are turned in.

Responses — Reading responses are due no later than 60 minutes *before* class time. Please read carefully, complete assignments, and come to class ready to discuss what you've prepared.

Plagiarism Reminder

All class content—including discussion posts and major assignments—should be created by you. You can quote from other sources with proper citation. You are *not* permitted to:

- Use images that you did not capture or create yourself in any projects.
- Use handouts created by other teachers in the major assignments.
- Use videos, sound, or readings without giving full credit and linking to the original.

Using content that you did not create will result in failure of that assignment. Doing this a second time will result in failure of the class.

Updates

This syllabus is subject to change with notification. Any changes made will be posted to Schoology and notification will be sent to all students by email. If changes are made, please review them carefully.