

English 384: Teaching Writing in Secondary Schools

Fall 2016

T/TH 12:30 a.m. to 1:45 a.m.

Simpkins 020

Website: wiuenglished.wordpress.com

An advanced writing course designed primarily for English education majors and minors; a study of the rhetorical process, practice in writing essays, and consideration of teaching composition.

Writing Instruction in the Discipline (WID) course.

Prerequisite: ENG 280.

Dr. Rebekah Buchanan

Office: SI 226

Office Hours: T 2:00 p.m.-3:00 p.m., W 1:00 p.m. to 3:00 p.m., Th 11:00 a.m. to 12:00 p.m.

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Course Description

This is an advanced writing course designed primarily for English Education majors as they begin to switch their focus from self-as-student to self-as-teacher. Along with identifying theory and best practice, we will explore the idea that to learn to teach writing, we must write. We will do this through

- reading and discussing accounts by professional writers, student writers, teachers of writing and writing researchers
- exploring key constructs of an instructional approach to the teaching of writing in the English classroom
- creating a community of writers where we write and respond to each others' writing as a way to learn to be better teachers of writing
- understanding the importance of both reading and writing and that to teach both we must be active readers and writers
- experiencing an environment created around the social construction of knowledge.

Required Texts

Gallagher, Kelly. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. New York: Steinhouse.

Kirby, Dawn & Darren Crovitz (2013). *Inside Out: Strategies for Teaching Writing, 4th Edition*. Portsmouth: Heinemann.

Kittle, Penny. (2008). *Write Beside Them: Risk, Voice, and Clarity in High School Writing*. Portsmouth: Heinemann.

Mack, Nancy. (2015). *Engaging Writers with Multigenre Research Projects*. New York: Teachers College Press.

Recommended

Although not required for ENG 384, I would strongly suggest that you join NCTE (National Council of Teachers of English) and subscribe to *English Journal*. Being a part of the national teaching organization will give you access to discounted books, materials, lesson plans, and other

social networking sites that are valuable to you as future professionals in the field. The student rate to join NCTE is only \$25 and you can purchase journals for \$12.50 a year. (Even cheaper if you “go green.”) In addition, you will have to join NCTE for future education courses, so joining now will allow you to become familiar with the organization. (www.ncte.org)

NCTE STANDARDS

Standard IV: Content Pedagogy: Planning Writing and Composition Instruction in ELA

Standard:

Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Elements:

#1: Candidates use their knowledge of theory, research, and practice in ELA to plan standards-based coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

#2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

#3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Rules and Expectations

As future teachers, think of college classes as a way to get into the habit of always being present in your future classrooms. Teaching is a commitment, and part of that commitment is attending school—even when there are times you’d much rather stay in bed, go out with friends, or watch a movie (or *The Walking Dead*). It isn’t always fun, but it’s something you have committed to doing. You might think that you will be such a dynamic teacher that your students will always want to be in your class. Trust me, this will never be the case. But, what you teach is important and creating a community with your students is always important. It is also important to always be ready to teach (or at least make an effort to show you are ready to teach). Therefore, the following rules and expectations are created to help you in preparation for your future teaching careers.

Attendance

Attendance at all classes is mandatory. Missed classes cannot be made up. I do not differentiate between “excused” and “unexcused” absences. **If you are not in class, you are absent.** Students with perfect attendance will raise their grade by a half letter (so a B will become a B+). You will receive two (2) absences before points are deducted from your grade. Each absence after 2 will receive a 5% reduction in your grade. Five (5) absences result in failure of the course (this is more than 2 weeks of missed class time).

I would appreciate if you cannot attend class you email me ahead of time or as quickly as possible with an explanation. **You are then responsible for contacting a classmate to determine what you have missed.** Your absence will not allow your late work to be marked as “on time.”

Tardies

If you arrive more than 10 minutes late or leave more than 10 minutes early you will be marked absent. Three (3) tardies will be counted as one absence; after the third tardy, each two tardies will count as an absence. Tardies will count toward perfect attendance extra credit. You cannot receive extra credit points if you are tardy.

Coming Prepared

Generally, 2 to 3 hours of time outside of class is needed to prepare for each hour in class. Since this course meets twice a week for 2.5 hours a week, you should be spending, at minimum, 5 to 7 hours outside of class each week preparing for this course. Please make sure you understand this time commitment and spread out your time preparing for class over the course of the week.

If you do not bring the required books to class, you will be asked to leave. Class discussion is a major component to this course and materials and texts are needed in order to participate in discussion. If it is evident that you have not read the texts/readings for the class, you may be asked to leave. It is not fair to fellow classmates if you are not prepared to discuss texts and assignments.

Communication, Emails, and Phone Calls

This course has a Wordpress site where course changes, and other communication will take place. Please check it regularly to make sure that you are up to date on any changes.

Any email you receive from me will go to your WIU account.

When emailing please be sure to include a subject line in your email (this could be the course name or something that alerts me to the nature of the email). Also, include your name and course information in the email. I will return emails sent Sunday afternoon through Friday morning within 24 hours. I may return emails sent on the weekend within 24 hours, but do not expect your email sent Friday or Saturday night to be answered before Monday morning.

If you call me, please state your name and number clearly so that I can return your call. Please note, I don't check my messages often, so email is the best way to get in touch.

Deadlines

Deadlines are firm. All assignments are due on time. Late assignments will be downgraded at the rate of one grade per day.

Assignments are due at the beginning of class. You must turn in a hard copy of all papers. I will not accept papers via email. **DO NOT** come to class expecting to be able to print your paper. Print your paper ahead of time.

Assignments

Students are expected to review the entire syllabus and become familiar with the course schedule, with weekly assignments, and with deadlines for papers and projects. Ignorance is not an excuse. If an assignment is not clear to you, e-mail me or bring it up in class.

Community

Students often report that they learn a lot from each other. Because the content of this class is not fixed but evolving and because students often bring new perspectives and experiences that enrich the content, students are expected to behave as members of a collaborative learning community, listening to and learning from each other as well as from me.

Student Initiative and Participation

Learning requires that the student meet the instructor half way. This course is designed to make the material as interesting as possible and to engage students in hands-on activities to promote active learning and student engagement. However, successful engagement requires students to approach the material and assignments with a positive attitude, an open mind and a desire to learn. I welcome your feedback and will be happy to hear any suggestions you have for improving the course. If you only want to do the minimum work necessary to get by, however, and are not interested in getting the most you can out of it, this course is probably not for you.

Personal Responsibility

This is a college class, and students are responsible for doing the work as assigned and striving to meet the content goals and reach the learning outcomes specified in the syllabus. You will have an opportunity to demonstrate what you have learned through your assignments and papers. If at any point you are unclear about the goals or expectations in this course, you should let me know. If you do not speak up, I will assume that you understand.

Writing Center

The Writing Center is available to help you at any stage in your writing process. Please feel free to talk with a tutor about larger issues such as organization and clarity or getting help with grammatical problems or other surface level concerns. The University Writing Center is located in Simpkins Hall 341. Call 298-2815 for an appointment.

Americans With Disabilities Act (ADA)

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies me of the need for an accommodation. For me to provide the proper accommodation(s), you must obtain the documentation of the need for an accommodation through Disability Support Services and provide it to me. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire about such particular needs. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact me as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional service.

Cell Phones

Please turn off all cell phones while you are in class. If you cannot go the class period without texting then you must leave class and take an absence for the period. There is no reason you would need to text during class that cannot wait until the class period is over. If I can go without my phone, so can you. If something is so important you can't wait for the call, text, status update, or Tweet, you probably shouldn't be in class or should okay it with me first. (Exceptions will be made if we use cell phones during class assignments☺)

WIU Student Rights and Responsibilities

WIU Student Rights and Responsibilities are outlined on the web at <http://www.wiu.edu/provost/students>. You should be familiar with both your rights and responsibilities.

Academic Integrity Policy

Please be aware of WIU's academic integrity policy found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

Course Requirements and Grades

Grading

You should look at the evaluation criteria before you complete an assignment to understand what I am expecting from you. You can also review the criteria after you receive your grade if you are unsure why you received the grade you did.

Assignments

Writer's Notebook	20% (200 points)
One Pagers	10% (100 points)
Writing Narrative	5% (50 points)
I-Search Research Project	20% (200 points)
Multigenre Research Project and Presentation	15% (150 points)
Write Like This Lesson Plan, Teaching Demo and Commentary	15% (150 points)
Genre Lesson Plan, Teaching Demo and Commentary	15% (150 points)
Point Total:	100% (1000 points)

I will calculate final grades as follows:

A: 93-100% (930-1000)	B : 83-86% (830-869)	C : 73-76% (730-769)	D: 63-66% (630-669)
A-: 90-92% (900-929)	B- : 80-82% (800-829)	C- : 70-72% (700-729)	
B+: 87-89% (870-899)	C+ : 77-79% (770-799)	D+ : 67-69% (670-699)	

Please note that, "In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of "C" or better in all directed general education courses, all core courses, and all courses in the option. Note: A "C- " is below a "C". "

Papers and Assignments

- 1. Writer's Notebook:** In order to be better teachers of writing, we must write. This semester, you will keep a Writer's Notebook, which you bring to class each day. Even if you keep a journal, you will need a separate writer's notebook for the purposes of this course. You will do a variety of writing in this notebook over the course of the semester—both in and outside of class. Your notebook will be checked at various times during the semester and you will reflect on the experience as part of your final.
- 2. One Pagers:** For each assigned reading, you will complete a one-page, single-spaced response and critique of the reading. The one-pagers are due at the beginning of each

class. You will be responsible for 13 one-pagers during the semester. Grades on the lowest 3 will not be counted. One pagers cannot be turned in late and cannot be turned in if you are absent.

- 3. Writing Narrative:** Your first formal writing assignment will be to write a brief (2-3 page) writing narrative. In your narrative you will write about one significant writing experience in your life and its impact on you as a writer. At the end of the semester you will return to this assignment and revise it, based on the reading and work you have done during the semester.
- 4. Major Writing Projects:** During the semester you will complete two major writing projects, both based on a topic of your choice (so make sure you choose something you want to research and write about). You will complete two different examples of writing projects you could use in your future English language arts classrooms. Both projects require planning, research, writing, revision, and an understanding of genre, but neither are traditional research papers. First, you will complete an I-Search Paper and then you will take the topic of your I-Search Paper and create a Multigenre Research Project.
 - a. I-Search Paper:** An I-Search Paper is a research paper that focuses as much on the process of completing research as it does the product. Your I-Search Paper can be about anything you choose, but you must have the required elements found on the assignment sheet. You will turn in the project in drafts and steps, working toward purposeful and meaningful revision.
 - b. Multigenre Research Project:** Following the work of Tom Romano, you will turn the topic of your I-Search Paper into a multigenre project based on what you learn while reading “Fearless Writing.” Again, you must have the required elements found on the assignment sheet. You will turn in the project in drafts and steps, working toward purposeful and meaningful revision.
- 5. Lesson Plan and Teaching Demo:** You will design two one-day lesson plans. Each lesson plan will contain a mini-lesson (15 minutes) that you will present at various times throughout the semester. One will focus on teaching a language function (analyze, describe, evaluate, etc) and the other will teach a genre which can be used in the multigenre project. You will have classmates participate in your lessons, which should be both informative and interactive. For your lessons, you will create a handout for students and a lesson plan narrative, using the template provided. You will also complete two peer evaluations of your classmates’ lessons. We will discuss examples of mini-lessons within class to help you prepare your own. **(NCTE IV: 1, 2)**
- 6. Lesson Video Commentaries:** Your mini-lessons will be video recorded. Using feedback you receive from the class after your lesson as well as what you learned as you watch your video, you will complete the video commentary.
- 7. Final Genre Reading:** You will pick two to three pieces from you Multigenre piece to present to class as part of your Multigenre project. During the presentation you will take around 5 minutes to give an overview of your Multigenre work and then share your pieces. If you do a multimedia project, you can present that as well.

Course Schedule

(This schedule is tentative and may be changed if the needs of the class change.
All changes will be announced in class and online. Please keep informed about any changes.)

Date	Topics	Readings	Assignment
Week One			
Tuesday August 23	Course Overview Reading Textbooks Writing Narrative	NCTE Beliefs About Teaching Writing Writing Narrative	
Thursday August 25	What is Writing? Research Projects: I-Search	Inside Out: Section I, Ch. 1-2	One Pager Due
Week Two			
Tuesday August 30	Classroom Communities Teaching Writing	Inside Out: Section II, Ch. 3-5	I-Search Ideas and Annotations Due One Pager Due
Thursday September 1	Writing Assignments	Inside Out: Section III, Ch. 6-10	One Pager Due
Week Three			
Tuesday September 6	Designing Units and Lessons		Writing Narrative Due
Thursday September 8	Non-Traditional Texts College and Career Readiness	Inside Out: Sec IV, Ch. 11; Sec V, Ch. 13; & Section VI, Ch. 14	I-Search Research Design Due One Pager Due
Week Four			
Tuesday September 13		WLT Ch. 1-3	One Pager Due
Thursday September 15	Language Functions Designing Mini Lessons	WLT Ch. 4-6	One Pager Due
Week Five			
Tuesday September 20	No Formal Class: Meet with Dr. Buchanan about I-Search Project and Mini Lesson		
Thursday September 22	No Formal Class: Meet with Dr. Buchanan about I-Search Project and Mini Lesson		
Week Six			
Tuesday September 27	Evaluating Papers Teaching Grammar/Mechanics	WLT 7-9	Bring in previously written papers (from any class) One Pager Due
Thursday September 29			Mini-Lesson Drafts
Week Seven			
Tuesday October 4			Teaching Demos (3)
Thursday October 6			Teaching Demos (3)

Week Eight			
Tuesday October 11			Teaching Demos (3)
Thursday October 13			Teaching Demos (3) I-Search Paper Due
Week Nine			
Tuesday October 18			Teaching Demos (3)
Thursday October 20	Multigenre Projects Genres	Engaging Writers: Intro-Ch. 4	One Pager Due
Week Ten			
Tuesday October 25	Mini Lesson Genres Genres	Engaging Writers: Ch. 5-10	One Pager Due
Thursday October 27	Genres	Write Beside Them: Sections 1-2 (Ch. 1-5)	One Pager Due
Week Eleven			
Tuesday November 1	No Formal Class: Conference with Dr. Buchanan about Mini-Lessons and MGM		
Thursday November 3		Write Beside Them: Section 3 (Ch. 6-8)	One Pager Due
Week Twelve			
Tuesday November 8		Write Beside Them: Section 4 (Ch. 8-11)	Genre Lesson Drafts One Pager Due
Thursday November 10		Write Beside Them: Sections 5-6 (Ch. 12-14)	One Pager Due
Week Thirteen			
Tuesday November 15			Teaching Demos (3)
Thursday November 17	No Class: NCTE Conference in Atlanta, GA		
November 23-27: Fall and Thanksgiving Break: No Classes: Be Safe			
Week Fourteen			
Tuesday November 29			Teaching Demos (3)
Thursday December 1			Teaching Demos (3)
Week Fifteen			
Tuesday December 6			Teaching Demos (3)
Thursday December 8	Wrap-up		Teaching Demos (3)
Final Exam: Thursday December 15 at 8:00 a.m. Multigenre Project Due Presentation of Multigenre Project and Pieces (You MUST be present for the entire period in order to pass the course)			

