Spring 1-15-2000

ENG 3401-001: Methods of Teaching Composition in Secondary Schools

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ENG3401: Methods of Teaching Composition in Secondary Schools  
Spring 2000

Instructor: Dr. Jerie Weasmer e-mail: cfjrwl@eiu.edu  
Office: 315C Hours: T & R 9-11  
Phone: 6972 M-W-F by Appointment

I. Course Description

This course explores approaches to the teaching and evaluating of written composition in secondary schools. Technology-assisted research and electronic interaction with secondary students serve as site-based clinical hours and fulfill 10 hours of pre-student teaching clinical experiences and 10 hours of laboratory experiences. Each member will develop a professional portfolio.

Texts:  

Requirements: You must complete all parts of all assignments to receive credit for the class. Attendance is mandatory. If it is necessary for you to miss, attending a pre-approved workshop or lecture appropriate to the course description can make up the time. Perfect attendance results in bonus 10 points.

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).

II. Course Objectives

Upon successful completion of this course you will:

a. Be aware of current theories in writing pedagogy.  
b. Be competent to teaching writing in a computer setting.  
c. Be able to analyze grammatical errors and teach correct usage in a writing context.  
d. Have developed writing prompts for secondary writers.  
e. Be aware of assessment options for writing.

III. Course Requirements
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A. Response

1. Response journal--Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) **Cite the passages to which you refer.** On Tuesday of each week e-mail your responses to me or submit on disk or hard copy.

2. Listserve--Respond to the readings and to others' responses on the listserve a minimum of two times weekly. **Validate your arguments with evidence from class readings.**

3. Formative evaluation--Respond to peers' and secondary students' writing. Forward to me one sample essay with your responses from each set you receive and respond to. **Document date, titles, authors, and nature of response.**

B. Research projects

1. **Independent project**--Select an area of particular interest in writing pedagogy (i.e. prewriting, planning, drafting, responding, revising, writing as process, audience, journaling, collaborative writing, portfolios). Read one book or a minimum of ten articles (150 pages min.) on the topic and respond in your journal **as you read.** Do not read farther than 20 pages without stopping to respond. [See attached recommended list. I have these texts and most are available in the library.] Prepare an essay on writing pedagogy in MLA form (3-page min.). Also construct a one-page single-spaced synopsis of the text(s) plus **Works Cited** to distribute to your classmates. Present the material orally (5-10 minutes).

2. **Group project** (Eng. Ed. Spring Conference)--Select an area of writing pedagogy to research (i.e. teaching poetry or play writing, peer responding, revising, literacy, assessing writing, teaching ESL students, journaling, censorship, publishing, gender issues).

   a. Each group member read one (a different) book or a minimum of ten articles (150 pages min.) on the topic and respond in the professional journal. Then prepare a professional paper in MLA form on the issue or practice (Min. 3 full pages).
b. Meet with your group to discuss connections and contradictions in the reading. Then draft a proposal and organize a presentation for the conference, including a bibliography. Blend information from your research with assigned readings and your experiences with students this semester to make an assertion. Allow 10-15 min. per speaker plus time to field questions.

3. **Clinical Experience (Mentoring)**—Reflect on your experiences with mentoring peers and students with writing. Review your journal responses. Draw conclusions based upon these experiences and present them in essay form. **Cite sample passages from the students' writing to ground your assertions** (Min. 3 pages).

C. **Professional Portfolio**

1. Essay on writing pedagogy (independent project)
2. Conference paper (group project)
3. Two sample writing prompts
4. Samples of student writing with your responses
5. Essay on the mentoring experience
6. Philosophy of composition pedagogy
7. Resume
8. Table of Contents

IV. **Evaluation**

A. **Course grade will be determined by the following:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response journal</td>
<td>100</td>
</tr>
<tr>
<td>Listserv</td>
<td>100</td>
</tr>
<tr>
<td>Response to peers and secondary writing</td>
<td>100</td>
</tr>
<tr>
<td>Independent project/essay on pedagogy</td>
<td>100</td>
</tr>
<tr>
<td>Group project/Eng. Ed. Conference</td>
<td>100</td>
</tr>
<tr>
<td>Final paper on mentoring</td>
<td>100</td>
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<tr>
<td>Portfolio (organization, eye appeal, labeling, thoroughness)</td>
<td>50</td>
</tr>
<tr>
<td>Attitude, preparedness, involvement in class interaction, leadership</td>
<td>50</td>
</tr>
<tr>
<td>Attendance (each absence)</td>
<td>-10</td>
</tr>
</tbody>
</table>

**Total** 700 points
Schedule of Expectations

1/11 Introductions, examination of syllabus, prewriting (freewriting, brainstorming, clustering, outlining, drawing)
Assignment: 1-143 Kearns (response journal due 1/18)
Select topic for independent research (e-mail me or stop in to discuss)

1/13 Finish prewriting
Discuss writing process/formative and summative response

1/18 Set up hotmail account/Subscribe to listserv
Work with class folders/Explore response possibilities
E-mail Paris students
Develop resume (Bring any helpful documents)
Assignment: 1-147 Weaver (response journal due 1/25)
e-mail paragraph description of project (due 1/27)

1/20 Discuss Kearns
Discuss independent research project (Due 2/8)

1/25 Meet in Career Services (Rm. 12 of Student Services)
Assignment: 148-260 Weaver (response journal due 2/1)

1/27 Discuss Kearns and Weaver

Assignment: Prepare information for resume (i.e. Names, addresses, phone numbers, e-mail addresses of references, dates of employment, addresses of places of employment)

2/3 Work on resume.
Assignment: Rough draft of independent project due 2/10
Response to independent reading due 2/8

2/3 Resume due.
Assignment: D. Murray's "The Listening Eye" Sourcebook 96

2/8 Read aloud Lyons' PQP. Discuss Lyons and Murray.
Assignment: Presentation of independent projects
Submit hard copy rough draft

2/10 Share rough drafts in small groups. Final draft due 2/15
Sign up for presentation times

2/15 Oral presentations of independent projects/distribute bibliography.
Enter final drafts in class folder/Hand in one hard copy
Assignment: 1-99 Rief (response journal due 2/22)
Respond to 3 final drafts (minimum) by 2/22
E-mail as attachments to writers and CC: to me

2/17 Oral presentations of independent projects/bibliography
2/22 Oral presentations continued. Responses to drafts due. 
Assignment: 101-178 Rief (response journal due 2/29)

2/24 Discuss issues arising from Paris exchange/Solutions?

2/29 Prepare writing prompt(s). Share. Respond. Revise
Discuss Midterm requirements: Portfolio/journals/listserve
Response to peer and student writing. Writing prompt.
Assignment: 179-287 Rief (response journal due 3/7)

3/2 MIDTERM
Portfolios due including first essay, sample response(s) to
student(s) or peer(s), autobiography used for admission to
teacher ed., resume
Self analysis/Course analysis due

3/7 Discuss Rief/student response experience
Assignment: Sourcebook One article from “Classrooms” and one
from “Composing and Revising” (Journal due 3/23)

3/9 Discuss philosophy of English Ed–Brainstorm in Small Groups
Assignment: Philosophy due 3/21 (Approx. 1 page)

3/14-16 SPRING BREAK

3/21 Discuss group project/presentation
Share philosophy in small groups. Final due 3/23.
Assignment: Sign up for group for conference
Select text(s) to read for group project.
Read/respond to project text(s). (Journal due 4/6)

3/23 Silent sharing of philosophy.
Assignment: Sourcebook. One article from “Assigning and
Responding” and one from “Audiences” (Journal due 3/30)

3/28 Catch Up!!!!!!

3/30 Discuss articles
Assignment: Sourcebook. Two articles from “Styles,” “Basic
Writing,” and “Computers.” (Journal due 4/4)

4/4 Discuss articles.


4/11 Connections Conference (No class)

4/13 Final drafts of projects due
Assignment: Clinical experiences essay due 4/25
Hard copy portfolio due 4/27

4/18 English Education Conference

   Anonymous course analysis due.
   Closure with Paris students.