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

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*Eastern Illinois University*

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**English 3401, Methods of Teaching Composition in Secondary Schools**  
**Course Policy and Syllabus Fall 2023**  
**T/Th: 12:30-1:45, Coleman 3130**

Instructor: Dr. Elizabeth Tacke  
Email: [etacke@eiu.edu](mailto:etacke@eiu.edu)

Office: Coleman Hall 3325  
Office Hours: Tues 11-12 and 2-3; Thurs 11-12 and 2-3

**Catalogue Description:**

Approaches to the teaching of composition in junior and senior high schools. Includes five hours of on-site, pre-clinical experiences. Prerequisites include English 1002 & English 2901. (3-0-3, WI, 3 credits)

**Course Description:**

In this course, you will develop your skills of planning and enacting effective secondary English Language Arts (ELA) teaching. This course will be all about putting theory into practice. In doing so, we will focus on research-based strategies to develop critical, reflexive, and effective instruction that serves a range of secondary students. Although our course will cover all domains of ELA, English 3401 has an extended focus on the various best practices and approaches to teaching evaluating written composition in secondary schools. Course work will consist primarily of reading and responding to pedagogical texts, applying the findings in such to contemporary educational concerns, and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. Together, we will focus on four key aspects of secondary instruction to support learning:

- **Backwards Design** — Effective instructional planning begins with the “end in mind,” so that instructional sequencing is always aligned and purposeful. We will work to develop the skills of backwards planning, so that you are prepared to develop effective assessment-based unit and daily plans.
- **Facilitating Academic Discourse** — Strong secondary English classrooms depend on a variety of discussion methods to develop student understanding and assess student comprehension. We will work to develop our own speaking and listening skills and simultaneously develop instructional strategies to help our students do the same. My goal is to support you in becoming strong educators who can facilitate discussions that allow all students to engage with content and expand their thinking.
- **Modeling** — Effective instruction requires teachers to make content and strategies explicit by supporting students in understanding *the what, the how, and the why* of reading and writing various texts. Practicing explicit modeling and “think aloud” strategies will enable you to better serve a variety of learners.
- **Checks for Understanding** — A quick “Everyone got it? Good!” isn’t enough to assess learning. Instead, we will focus on employing a variety of formal and informal assessment strategies to gauge and guide student learning.

The required work for this course includes crafting lesson plans, thematic units, a course design, and various reflective essays. This course requires on-site observation hours and the formal submission of two required assignments (Unit Plan and Clinical Hours Pedagogy Paper).

**NOTE:** Students seeking Teacher Certification in English Language Arts should request each of their English Department professors to complete the "Application for English Department Approval to Student Teach" before the end of the semester. This online evaluation form is available here: <https://www.eiu.edu/english/machform/view.php?id=19831>.

## Course Objectives

Following the NCTE Guidelines and Illinois Content Standards, after the completion of this course, students will be able to:

1. Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. Recognize the impact of cultural, economic, and social environments upon language;
3. Show a respect for an understanding of diversity in language use/patterns/dialects across Cultures, ethnic groups, geographic regions, and social settings;
4. Demonstrate the influence of language and visual images on thinking and composition;
5. Demonstrate how written discourse can influence thought and action;
6. Display an understanding of the role of technology in communication;
7. Use major sources of research and theory and understand the relationship between research and practice;
8. Examine, evaluate, and select resources for classroom use and teacher planning;
9. Design instruction to meet the needs of all students and provide for students' continuous progress and success;
10. Organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
11. Create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;
12. Use assessment as an integral part of instruction and learning.

## Required Texts and Materials

Applebee, Arthur N., and Judith Langer. *Writing Instruction that Works: Proven Methods for High School and Middle School Classrooms*. Teachers College Press, 2011.

Burke, Jim. *The Six Academic Writing Assignments: Designing the User's Journey*. Heinemann, 2019.

Christensen, Linda. *Teaching for Joy and Justice: Reimagining the Language Arts Classroom*. Rethinking Schools, 2009.

Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genre*. Heinemann, 2013.

Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4<sup>th</sup> ed. Heinemann, 2013.

Noden, Harry. *Image Grammar: Using Grammatical Structures to Teach Writing*. Heinemann, 2011.

Penniman, Bruce. *Building the English Classroom: Foundations, Support, Success*. NCTE, 2009.

Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Heinemann, 2013.

Turner, Kristen Hawley, and Hicks, Troy. *Argument in the Real World*. Heinemann, 2017.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Association for Supervision and Curricular Development, 2005.

\*Note: Additional required readings will be available on D2L.

## Materials

Course texts, laptop for D2L readings (or printed articles), a notebook, reliable Internet service, D2L, Microsoft Office software (Word, PowerPoint, etc.), Adobe access for PDF-creation, electronic devices & cloud back-up space storing written work.

## Course Requirements

You must complete all major assignments, including clinical experience hours, to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory and will be factored into your grade. Any makeups for absences from sessions due to illness, etc., can be negotiated with me. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

In accordance with NCTE content-area guidelines, **five clinical experience hours**, in addition to required College of Education hours, are required for course completion. It is your responsibility to set up a site for these clinical hours. You will receive more information in the first weeks of class.

### **COVID-19 + Flu/Cold Season Practices on EIU's Campus**

We learned a lot from the COVID-19 pandemic, and I am hoping that we follow best practices and mask up when ill, as to prevent the spread of the flu, the common cold, and resurgent strains of COVID-19. In order to support a safe and effective work environment for all students, **please mask when you are unwell** and continue to get vaccinated and take tests to avoid the spread of COVID-19 and seasonal illnesses. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations.

### **Overall Grade Breakdown**

Your grade will be based on your work in the following categories:

**1. Major Assignments (60% of total course grade).** See details below and on all major prompts on D2L:

- 1) Assignment #1: Deconstructed Research Paper Project and Reflection (100 points)
- 2) Assignments #2-#5: Unit Plan Project (100 points each)
  - a. #2 Unit Plan Overview, Culminating Writing Prompt & Rubric, & Sample Essay
  - b. #3 Unit Plan Writing Sequence, Lesson Plan, and Graphic Organizer
  - c. #4 Unit Plan Calendar
  - d. #5 Full Unit Plan + Rationale and Reflection
- 3) Assignment #6: Evaluation Simulation & Reflection Assignment (100 points)
- 4) Assignment #7: Professional Portfolio (100 points)

**2. Participation, Daily Work and Minor Projects (25% of total course grade)**

- *Dialectical Journals*: Weekly reading response journals that include: annotations, essential ideas or quotes + responses, and responses to supplemental questions. These will be checked periodically *and cannot be made up*.
- *Discussion Posts or Short Response Papers*: Respond to assigned readings as required. Using MLA, cite all sources that you reference.
- *Participation*: Points will be given on attendance, participation in class activities, and course preparation. Points may be deducted due to lack of participation, failure to be prepared with readings or other needed materials, and/or behavior that distracts from classroom activities. *After two absences, each additional absence will cost you participation points.*
- *Daily Work*: Daily work includes in-class writing, peer responses, informal group work, oral presentations, and individual activities.
- *Quizzes*: Potential short assessments to determine understanding of key concepts from assigned readings and class discussion.

**3. Peer Review and other Minor Projects (15% of overall grade)**

Consider your peers as you would your future colleagues. They often say it takes a village to teach, and I am a firm believer in collaboration and reflection: two elements you can practice with peer review. You will be responsible for workshopping the majority of your major projects. You will receive points for each review session and its attending parts (peer letters or attending peer review graphic organizers, workshop participation, etc.).

## Major Assignments at a Glance

### **Assignment 1: Deconstructed Research Paper Project and Reflection, due September 10**

Analyze and evaluate an existing research paper to isolate and reflect on explicit writing skills, practices, and outcomes. Project includes a cover letter, annotated (existing) research paper, and an analytic reflection.

### **Assignment 2: Unit Plan Overview, Culminating Writing Prompt & Rubric, & Sample Essay, due October 1**

Your unit overview will give an outline of the unit you will develop over the course of this semester. The unit plan overview should include your Essential Questions (EQ), Learning Targets (LTs), and a rationale for the use of the EQ and LTs with the text you've chosen. You will be required to develop prioritized LTs for writing (2), reading, language, and speaking & listening. You will design this unit for a secondary ELA classroom, ranging from grades 8-10. Therefore, you will need to select the pertinent Common Core Standards that align with your prioritized LTs. You will also create a writing prompt that is NOT a literary analysis or developed from one core fictional text, to be used as the summative assessment for your unit. This writing prompt should allow students to demonstrate their learning of the core LTs you chose for your unit. You will also create or modify for your purposes an analytic rubric to use with your writing prompt. Finally, you will be required to write an exemplar sample paper that responds to the evaluative prompt. This assignment will become a part of your final unit plan.

### **Assignment 3: Writing Instructional Sequence, Lesson Plan, and Graphic Organizer, due October 15**

You will create a sequence of at least twelve separate writing activities that you backwards design from your culminating writing prompt. These sequenced tasks—from an introductory activity and prewriting through the final draft—will provide scaffolds for your students to successfully complete the summative. In addition, you will identify one particular writing strategy, and create a lesson that teaches and scaffolds this strategy for students using our lesson plan template. Within that lesson, you will create or adapt a graphic organizer to support the writing process. This assignment will become a part of your unit plan.

### **Assignment 4: Unit Calendar, due November 4**

Your unit calendar will sketch out your 6-8-week unit of study. For this calendar, you will plot out the daily pieces of your sequenced, backward-designed unit, using your summative and the EQ and LTs you've chosen. **You will be required to flesh out two consecutive weeks more fully**, but the remaining weeks will still need to have a full summary for each day. You will need to consider each day's focus (what students will learn and/or be able to do as a result) and the activities (direct instruction, minilessons, guided practice, independent practice, group work, small group or whole class discussions, freewriting or journal responses, etc.) that will be a part of the day's lesson. The activities should include enough description that it is clear what is happening during the day's lesson. This assignment will become a part of your unit plan.

### **Assignment 5: Finalized Unit Plan + In-Depth Rationale, due November 18**

In addition to making revisions on each subsequent piece of your Unit Plan, you will also need to write an approximately 5-page, in-depth, and research-based rationale and introduction to your unit that includes an audience description (e.g., student background, developmental stages) and a persuasive argument as to why the theme/topic you have chosen will serve this student audience well. (Note: Your in-depth rationale will be due earlier for feedback from me on November 11). In addition to addressing a set of particular topics, you will need to explain what students will gain from completing the unit and why those gains are important. In addition, you will need to include a complete Works Cited, a Common Core Alignment Sheet, and a Reflection. \*Note: The Unit Plan will be submitted initially on the due date and then revised for the Professional Portfolio and submitted again via Live Text to complete the course requirements.

### **Assignment 6: Writing Evaluation Simulation and Reflection, portions due November 26 and December 2**

You will participate in a grading simulation that includes grading a set of composition essays, recording the time that it takes to complete this task, and reflecting on the experience and your state of mind at various points throughout the process.

### **Assignment 7: English 3401 Professional Portfolio, due December 10**

Compile a collection of professional documents and teaching materials that demonstrates your preparation for a teaching position. Included within this will be:

- Table of Contents
- Composition Teaching Philosophy
- Teaching Resume
- Clinical Experience Pedagogy Reflection Essay
- Clinical Experience Hours Log
- Unit plan
- Evidence of professional organization membership

### **Thoughts on Effective Participation and D2L**

The success of our course depends on each of you being prepared to participate:

**Effective participation entails being an engaged reader.** As you're reading materials for class, please adopt whatever strategies will enable you to stay alert and active as a reader, such as:

- underlining or flagging important passages and key phrases
- writing key words at the top of various pages
- writing notes in the margins of pages or in a reading journal
- jotting down questions that you want to raise about the reading
- listing pages or specific passages that contain especially confusing or intriguing material

**Effective participation entails being an engaged listener and balanced contributor.** If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you want to investigate more thoroughly
- sharing an insight from your writing assignment
- posting an observation or question on our online course site
- making links between our discussions and issues within larger contexts
- listening carefully and respectfully to other students' contributions

### **Suggestions for effective D2L posts or reading responses:**

- select a passage, issue, or theme from a text and analyze its significance within the context of teaching practices or philosophies
- identify a particular practice or philosophy presented in a text(s) and consider its benefits and/or limitations or how you might adopt it and why
- create a discussion question for another student to answer
- sort out the central arguments, assumptions, contradictions/tensions, or insights of a particular practice/issue or argument of a text
- create a conversation between two texts
- grapple with a course-related question or issue that you find confusing, intriguing, or complex
- discuss links between our course materials and other context (i.e., texts from other courses, your own learning experience, what you're seeing in your clinical hours, etc.)

### **Suggestions for creating successful responses to others' postings:**

- engage thoughtfully and respectfully with your peer's questions and/or ideas
- discuss how your peer's analysis has influenced or altered your own understanding of an issue or practice

- extend, complicate, or respectfully challenge your peer’s ideas or analysis of an issue/practice
- respond to a question that the peer’s posting explicitly or implicitly raises
- grapple with an insight, contradiction, or conundrum that emerges from your peer’s post

### Peer Review Workshops

The work of teaching and planning are social processes; both giving and receiving feedback about your work enables us to develop our abilities as effective practitioners. In this spirit, workshops will play a central role in our course. By identifying what is working and not working in each other’s work, you will help each other to clarify and strengthen your arguments. Commenting on others’ work is also one of the best ways to improve your own writing; identifying strengths and weaknesses in your peers’ drafts will heighten your awareness of strengths and weaknesses in your own work.

We’ll have a range of different kinds of workshops throughout the semester. Some will be informal and will require you to share draft documents and provide feedback in one sitting. At other times, you will submit work to your peers in advance for more in-depth feedback.

**Workshops will be on major projects.** I’ll assign you to a particular peer review group or partner and ask you to do the following:

- Submit via email a complete draft of your assignment to me and to your group members by the date and time specified. You will *also* submit the completed draft to D2L for points.
- Before (or sometimes during) the workshop, read your peers’ drafts and offer substantive feedback in the form of a typed letter or graphic organizer *and* feedback on the draft itself. I’ll distribute guidelines for each peer review session.
- Your peer review feedback will also be submitted online for points.

**It is crucial that you attend your peer review workshops and submit complete drafts.**

- Missing a workshop or failing to give feedback warrants a loss of points
- A draft is a work-in-progress, and you’ll be substantially revising your drafts based on the feedback that you receive. However, your peers can only offer you helpful feedback if you give them a complete draft in which you have done your best to meet the requirements of the assignment.

### University, Course, and Instructor Policies

#### Grading Standard:

Please note that I will hold your work to high standards because I believe it is crucial that you learn to communicate your ideas clearly in writing. Developing your abilities as a writer will enable you to succeed in your remaining classes, in graduate or professional school, and in the workplace. Writing clearly and effectively is difficult, and always a work-in-progress. (Writing is never done, it’s just due!) Despite this reality, I will evaluate your written work on the basis of how well the words on the page communicate your ideas. Be prepared to challenge yourself and engage in large-scale revisions. Receiving honest feedback will enable you to improve your writing and achieve greater success in your college and post-college career. You will need to perform work that is consistently above average in order to receive a grade of “B” or “A” in your major writing assignments.

**Course Grade:** Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

A = 90%-100%	D = 60%-69%
B = 80%-89%	F = 0%-59%
C = 70%-79%	

**Rounding Final Grades:** Because this university does not utilize a +/- system in grading, I will *only* consider rounding a letter grade up if it falls in a 1-point range, and I have seen the following from the student:

- All work has been turned in on time throughout the semester and demonstrates solid effort;
- The student has actively participated in in-class and online sessions;
- The student has frequently attended office hours and has maintained open communication with the professor and their peers.

### **Attendance:**

Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other's writing, attending class is crucial for your own success and for the success of the course. You may miss two class sessions without penalty. I will excuse your absence if you bring me a note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency.<sup>1</sup> Your attendance will be taken daily and graded every few weeks. Once you have reached your limit of two unexcused absences, you will begin losing points for every class missed. **If you miss five or more classes, your ability to pass the course will be in jeopardy and you will be required to sit down with me to make a plan for completion.** If you miss class, please ask another student to share their notes and tell you about what you missed. Please make sure to arrive on time for class. Arriving late causes you to miss important material and is disruptive to others, therefore tardies will cause a loss of some attendance points as well.

### **Office Hours:**

I look forward to meeting with you individually during office hours. I cannot say it enough: Office hours give you one-on-one time with me to talk about your work and ideas. I am here for you! You should plan on signing up for one required office hours appointment over the term. I also encourage you to come to my office hours throughout the term (whether online or in person). We can talk about your assignments, issues that we've been discussing in class, any difficulties that you're having, and/or your future plans. If your schedule conflicts with my weekly office hours, please let me know so that we can arrange to meet at another time.

In addition, communication via my [etacke@eiu.edu](mailto:etacke@eiu.edu) email is also welcome. However, discussion about grades and more in-depth questions about writing or content are better suited to in-person or web-based meetings. When using email, please follow professional etiquette, including:

- A subject that contains the central question/purpose of email
- An email address and signature (i.e., Dear Professor X, This is Y from [course name]...)

### **Technological Response Time and D2L:**

Although I am known to be active on email throughout each day, I have set up the following response time expectations and boundaries:

- I will respond to emails within 36 hours, not including weekends or holidays.
- I will be on D2L discussion boards and our course site generally, but I will not respond to every single assignment or discussion you post.
- Grade response time varies, but you can expect major essays to be turned around in 2-3 weeks and smaller assignments to be turned around in a week's time.

### **Plagiarism (including AI-generated writing and research):**

Building on others' words and ideas is an essential element of effective scholarship. However, using someone else's words, ideas, or work without proper attribution is plagiarism, and such an act is considered a serious ethical violation within the university community. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's original work' (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up

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<sup>1</sup> Please note that due to increased precautions with COVID-19, there will be some flexibility with the attendance policy. However, you must reach out to me if you worry about illness or if you have an emergency, and we will work together to make sure you receive necessary content instruction and support. Please stay home if you are sick!



to an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and file a report with the Judicial Affairs Office." If you complete an assignment for one course and then submit that same assignment as original work for a different course, you are also committing plagiarism.

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

With the rise of AI writing, such as ChatGPT, note that student work will always be read through the Turnitin program on D2L that now has an AI writing detection algorithm. Any student who is suspected of using AI-generated writing may face the same consequences as traditional forms of plagiarism.

### **Cell Phones, Electronic Devices, and Laptops:**

Please be sure to turn your cell phone on silent and put it away for the entirety of class. If you expect a call during class (i.e., for a family emergency), please let me know in advance. Because our course revolves around dialogue and careful engagement with materials, it is important that you use laptops ethically in our course, only for taking notes and engaging in readings (if you are accessing them online). If I catch you on your phone in class, you may lose attendance/participation points.

### **Accommodations for Disability and Chronic Illness:**

Eastern Illinois University is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. If you have accommodations through OSDS, please share this documentation with me as soon as possible, preferably within the first few weeks of class. But I also want you to know that you should feel free to come and talk about any particular needs that you have, and we can collaborate on a plan for your success. I will treat as private and confidential any information that you share.

- Office of Student Disability Services (SDS): McAfee Gym, Room 1210, 217-581-6583, <https://www.eiu.edu/disability/>

### **Technology Support:**

EIU has various support systems in place to help students with technology-based concerns. Please utilize the below resources as needed throughout the semester.

- ITS Help Desk  
Location: 1014 Student Services Building Phone: 217-581-HELP (4357)  
Email: [itshelp@eiu.edu](mailto:itshelp@eiu.edu)  
Web: <http://its.eiu.edu/userservices.php>
- Booth Library Services  
Phone: 217-581-6072  
Toll Free: 1-866-862-6684 Web: <http://www.library.eiu.edu>

### **Student Success Center & Writing Center:**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (for assistance with time management, test taking, note taking, avoiding procrastination, setting

goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations.

- **Student Success Center**

Location: McAfee Gym, Room 1310

Phone: 217-581-6696

Web: [www.eiu.edu/~success](http://www.eiu.edu/~success)

The Writing Center is also a resource that students can utilize to improve their performance in this course. The Writing Center may be holding online/virtual writing consultations or face-to-face consultations, depending on access and availability.

- **The Writing Center**

Location: Coleman Hall, Room 3110

Phone: 217-581-5929

Web: <http://castle.eiu.edu/writing>

### **Sexual Violence and Misconduct:**

Eastern Illinois University prohibits sexual misconduct, relationship violence, and stalking in any of its employment situations or educational programs and activities. As indicated here, <https://www.eiu.edu/mandatedinformation/assault.php>, Sexual assault, abuse or other sexual misconduct including domestic violence, dating violence, and stalking is prohibited and will not be tolerated. The University continually endeavors to prevent sexual assault by providing training and educational materials to all students and employees, and by thoroughly investigating complaints of assault.

Sexual assault is a crime and complaints will receive serious and immediate action. Once a complaint is received, the first step taken by the University personnel will be to ensure that the complainant is safe and protected from harm. The University understands that a complainant may need a support person to accompany them on campus and students and employees will be provided with contact information with various on-campus and off-campus resources.

Should you need to file a complaint, you have multiple options, and I have included a few below:

- **The University Police Department (UPD)**

Location: 7th and Grant (directly east of the University Union)

Phone: 581-3212 (911 if an emergency)

Hours: Department is open daily until 4:30 p.m.; officers are on duty 24 hours.

- **The Office of Civil Rights and Diversity - Title IX Coordinator**

Location: 1011 Old Main

Phone: 581-5020

Hours: Office is open M-F from 8 a.m. to 4:30 p.m., and by appointment.

- **The Office of Student Standards**

Location: University Union – Lower Level

Phone: 581-3827

Hours: Office is open M-F from 8 a.m. to 4:30 p.m.

## Tentative Course Calendar

*Note: This calendar is subject to change. Additional readings to support writing may be included depending on student need.*

### Unit #I: The Writing Process: Creating Writing Communities, Building Strong Writers

DISCUSSION ACTIVITIES/TOPICS:	DUE:
<b>Week #1: Course Introductions + Status of Writing in Secondary Schools</b>	
<p><b>Week 1</b>  <b>T Aug 22: Introductions and Course Overview</b></p> <ul style="list-style-type: none"> <li>▪ Course orientation and overview: What is the Teaching of English?</li> <li>▪ Developing norms for classroom discussion</li> <li>▪ Required Materials</li> </ul> <p><b>Come Prepared to Consider:</b></p> <ol style="list-style-type: none"> <li>1. After reviewing the major assignments in the syllabus, reflect on them and consider: 1) What do I need to know to accomplish these major assignments? 2) How will I need to manage my time and draw on built-in resources in class to be successful?</li> <li>2. After reading Gallagher and Kittle, how do your own burgeoning philosophies of teaching ELA align or depart from what they present?</li> <li>3. Pick two standards to share and discuss in class, <b>one from Writing</b> and the other from any category. What is interesting/exciting/daunting about teaching this standard? How might you engage in this standard with students in the 10<sup>th</sup> grade?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> 3401 Syllabus</li> <li>▪ <b>D2L:</b> Gallagher and Kittle, “Start with Beliefs” from <i>180 Days</i> (pp. 3-23)</li> <li>▪ <b>D2L:</b> Common Core State Standards ELA Writing, Language, Reading, and Speaking &amp; Listening (thorough skim)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Fully read and annotate the syllabus.</li> <li>▪ After reading, make sure to come prepared with thoughts on every “Come Prepared to Consider” questions.</li> </ul>
<p><b>Week 1</b>  <b>TH Aug 24: Writing in Secondary Schools</b></p> <ul style="list-style-type: none"> <li>▪ Setting up Dialectical Journals</li> <li>▪ Exploring the Role of Writing</li> <li>▪ First Assignment: Deconstructed Research Paper Project</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. Reflect on the reading assignments about educational trends concerning teaching writing: 1) What surprised you, 2) What didn’t surprise you, and 3) What are your thoughts on Gallagher’s idea of “selling the importance of writing” before teaching writing skills?</li> <li>2. How does the process and product(s) of WTL help us to reconceptualize the goal of writing in the classroom? Name concrete examples from the chapter and how they may have shifted the way you’ve been taught to think</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Gallagher Chapter 1: “Moving Writing to the Front Burner” from <i>Write Like This</i> (pp. 1-21)</li> <li>▪ <b>Course Text:</b> <i>Teaching for Joy and Justice</i>, “Introduction” (pp. 1-11)</li> <li>▪ <b>Course Text:</b> <i>The Six Academic Writing Assignments</i> Chapter 1, “Writing to Learn” (pp. 11-46)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Due AFTER class:</b> Dialectical Journal Entry #1 on Gallagher, <i>Teaching for Joy and Justice</i>, and <i>6 Academic Writing Assignments</i>. Make sure to respond to the “Come Prepared to Consider” reading questions in your dialectical journal in addition to general requirements.</li> </ul>

<p>about the goals of writing in your prior educational experiences.</p> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Assignment #1: Deconstructed Research Paper Project (Proposal due Wed 8/30 by 8pm; Final due Sun 9/10 by 11:59pm)</li> </ul>	
<p><b>Week #2: Supporting Assignment #1 + Cultivating Writing Environments</b></p>	
<p><b>Week 2</b>  <b>T Aug 29: Supporting the Research “Deconstruction” Project</b></p> <ul style="list-style-type: none"> <li>▪ Questions about Deconstructed Research Project Proposals</li> <li>▪ Interrogating your own prior engagements with research and writing</li> <li>▪ Supporting inquiry-based writing and “writing to learn” in research projects</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. All too often research papers don’t support “writing to learn,” do not rely on direct instruction of explicit skills and writing processes, and support simplistic parroting of sources rather than argument-based writing. What aspects detailed by Burke in Chapter 5 support more authentic and complex approaches to research? In tandem, what aspects from either the Advanced Comp prompt or collaboratively built student rubric from Comp II stand out?</li> <li>2. Consider the research paper you’ve written prior to a few focused skills or processes from the readings for today. What do you notice?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>The Six Academic Writing Assignments</i> Chapter 5, “The Research Paper” (pp. 110-135)</li> <li>▪ <b>D2L:</b> Tacke, Prompt Research Paper English 3001</li> <li>▪ <b>D2L:</b> Tacke, Student-Built Revised Research Rubric, Comp II</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Due Wednesday 8/30 @ 8pm: Deconstructed Research Project Proposals to D2L Dropbox</b></li> <li>▪ Dialectical Journal Entry #2 <i>before</i> class on <i>6 Academic Writing Assignments</i> Ch 5 and Tacke Research Prompt and Rubric. Make sure to include responses to reading questions!</li> </ul>
<p><b>Week 2</b>  <b>TH Aug 31: Cultivating Writing Environments + Building Writing Rituals and Daily Practices</b></p> <ul style="list-style-type: none"> <li>▪ How to build classroom environments</li> <li>▪ Foregrounding writing as a central practice</li> <li>▪ Journal for Thought</li> <li>▪ Reviewing Writing Pedagogy Proposals + Peer Partners</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. When and how did you learn how to write? What are some best practices you experienced from a student perspective and how do those align or depart from our readings thus far this week? What do you want to bring to your writing instruction? What do you want to avoid? Why?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Gallagher and Kittle: “Establish Daily Practices” (pp. 24-44)</li> <li>▪ <b>Course Text:</b> <i>Inside Out</i> Chapter 3: “Establishing a Classroom Environment and Building Community” (pp. 43-66)</li> <li>▪ <b>Course Text:</b> <i>Fearless Writing</i> Chapter 6: “What’s Wrong with Exposition?” (pp. 17-19)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Have access to your Deconstructed Project Proposal Feedback in class</li> <li>▪ Dialectical Journal Entry #3 <i>before</i> class on Gallagher &amp; Kittle, <i>Fearless Writing</i> Ch #6, and <i>Inside Out</i> Ch #3. Make sure to include responses to reading questions!</li> </ul>

<p>2. From the readings completed thus far this semester, what have you learned about crafting an environment that will cultivate successful writing? <b>Then</b>, imagine your own classroom. What practices and routines do you want to set up to establish a writing climate and why?</p> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Assignment #4 Final Portfolio (Due 12/10 @ 11:59pm)</li> </ul>	
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<b>Week #3: Scaffolding Writing Instruction: Writing at Different Stages and for Different Purposes</b>
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<p><b>Week 3</b> <b>T Sept 5: Building Writers</b></p> <ul style="list-style-type: none"> <li>▪ Helping students identify as writers</li> <li>▪ Unit Plan Overview (Assignment #2)</li> </ul> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Unit Plan Overview with all due dates</li> <li>▪ Assignment #2, UP#1: Unit Overview &amp; Culminating Writing Task &amp; Rubric, + Sample Paper (Due 10/1)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Inside Out</i>, Chapter 4: “Writing Pathways” (pp. 67-95)</li> <li>▪ <b>Course Text:</b> <i>Building the English Classroom</i>, Chapter 2: “Designing a Classroom Writing Program” (pp. 20-37)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #4 <i>before</i> class on <i>Inside Out</i> Ch 4 and <i>Building the English Classroom</i> Ch 2.</li> <li>▪ <b>Discussion Post #1:</b> Post by <b>Wednesday 9/6 @5pm</b>. You’re a new ELA teacher and you get to plan your first writing-focused unit. What is your final writing summative assessment? What is the genre and purpose of the assessment? Why? What will you need to make sure you cover to get students to this point? (Hint: Make sure to follow the restrictions for our Unit plans, including grade restrictions, no novels, etc.). <ul style="list-style-type: none"> <li>○ Respond to at least two other peers’ posts by <b>Wednesday @10pm</b>.</li> </ul> </li> </ul>
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<p><b>Week 3</b> <b>TH Sept 7: Writing as Process</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to the Writing Process</li> <li>▪ Navigating the Reading/Writing Connection</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <p>1. Draw on strands/arguments from each of our three writers and <i>synthesize</i> a response to the following questions: a) What is the role of explicit instruction in supporting the writing process for students? What types of skills/practices need guidance and modeling? b) To what extent is creativity and exploration often seen at odds with explicit teaching and/or structure? Why do you think that is?</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Bunn, Mike, “How to Read like a Writer” (pp. 71-86)</li> <li>▪ <b>D2L:</b> Romano, “Writing Process in Theory” (pp. 51-58)</li> <li>▪ <b>Course Text:</b> <i>Building the English Classroom</i>, Chapter 5: “Teaching Writing as Process” (pp. 91-115)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Full Draft of Deconstructed Research Project</b> in class for informal peer review</li> <li>▪ Dialectical Journal Entry #5 <i>before</i> class on Bunn, Romano, and Penniman. Make sure to include responses to reading questions!</li> <li>▪ <b>Final Deconstructed Research Paper Project due to Dropbox by Sunday 9/10 @ 11:59pm!</b></li> </ul>
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**Unit #II: Best Practices for Instructional Design & Writing Instruction**

<b>DISCUSSION ACTIVITIES/TOPICS:</b>	<b>DUE:</b>
<p><b>Week #4: Backward Planning—Unit Development</b>  <i>“The end is where we start from.” -T.S. Eliot</i></p>	
<p><b>Week 4</b> <b>T Sept 12: Introduction to Backward Design</b></p>	<p><b>Readings:</b></p>

<ul style="list-style-type: none"> <li>▪ Introduction to Unit Overviews</li> <li>▪ Implementing Backward Design</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. In your own words, define “backward design,” and summarize the main steps of that process.</li> <li>2. Then, consider the implications of backward design as it relates to curriculum planning and student success. To what extent do you think your teachers practiced “backward design” in your secondary education?</li> </ol>	<ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Understanding by Design</i>, Chapter 1: “Backward Design”</li> <li>▪ <b>Course Text:</b> <i>Building the English Classroom</i>, Chapter 1: “Planning for the Long Term” (pp. 3-19)</li> <li>▪ <b>D2L:</b> Samples: Unit Plan Overview</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #6 <i>before</i> class on <i>UbD</i>, <i>Building</i>, and the UP Overview Sample. Make sure to include responses to reading questions!</li> </ul>
<p><b>Week 4</b>  <b>TH Sept 14: Using Backward Design for Explicit Instruction: Prioritizing Standards, Building Impactful Essential Questions, and Creating Learning Targets</b></p> <ul style="list-style-type: none"> <li>▪ Brief Peer Review on Writing Pedagogy Paper</li> <li>▪ Introduction to EQs and LTs</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. What is an example of an “expert blind spot”? (i.e., “expert oversight”?)</li> <li>2. How might we differentiate between coverage and uncoverage? How is uncoverage more likely to enable understanding and promote transfer of learning?</li> <li>3. Think of a time you felt you were supposed to learn “by osmosis.” Diagnose the problem: what was going on? What may have enabled a more effective learning outcome?</li> <li>4. If we are to consider this in the context of designing effective writing instruction, what might be some examples of effective “uncoverage”?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Bloom’s Taxonomy, Active Language for Learning Targets</li> <li>▪ <b>D2L:</b> Smagorinsky, Peter, “Why Conceptual Units?” from <i>Teaching English by Design</i> (pp. 97-110)</li> <li>▪ <b>Course Text:</b> <i>Understanding by Design</i> (Excerpts), Chapter 2 excerpts: “Understanding as a Noun” and “Expert Blind Spots” (pp. 43-46); and Chapter 5: “Essential Questions: Doorways to Understanding” (pp. 105-125)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #7 <i>before</i> class on <i>UbD</i>, Smagorinsky, and Bloom’s Taxonomy.</li> <li>▪ <b>Discussion Post #2:</b> Post by Thursday @ 11:59pm: After our synchronous session on Essential Questions and Learning Target language and reading the excerpts from <i>UbD</i>, think about the summative writing prompt you created in Week #3. <b>First</b>, copy and paste it into your discussion post (feel free to make changes!) <b>Second</b>, what sort of unit might it fit in? Draft an essential question that drives this imagined unit. <b>Third</b>, after you (re)familiarize yourself with the CCSS for ELA from our Week #1 reading, identify a few specific CCSS strands that you feel your prompt addresses and explain how your writing assessment aligns with those standards and your essential question. <ul style="list-style-type: none"> <li>○ <b>Discussion Post #2 Response:</b> Respond to at least two peers’ posts by Friday @ 11:59pm!</li> </ul> </li> </ul>
<p><b>Week #5: Backward Planning—Developing Aligned Writing Assessments</b>  <i>“The end is where we start from.” -T.S. Eliot</i></p>	
<p><b>Week 5</b>  <b>T Sept 19: Introduction to Summative Writing Tasks and Rubrics</b></p> <ul style="list-style-type: none"> <li>▪ Creating space for authentic writing and assessment</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Inside Out</i>, Chapters 6-7: “Authentic Writing” &amp; “Crafting Essays”</li> <li>▪ <b>D2L:</b> Hillocks, Chapter 7: “The Art of Planning: Some Basics”</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #8 <i>before</i> class on <i>Inside Out</i> and Hillocks.</li> </ul>

<p><b>Week 5</b>  <b>TH Sept 21: Introduction to Summative Writing Tasks and Rubrics</b></p> <ul style="list-style-type: none"> <li>Best Practices: Writing Tasks and Evaluative Tools</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>What are Popham’s central critiques of rubrics?</li> <li>What is the difference between Popham’s critique of rubrics that are too “task-specific” and our course expectations that rubrics be explicitly tied to prioritized skills and understandings? (Hint: Think of his example!)</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Popham, “What’s Wrong—And What’s Right—with Rubrics”</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal Entry #9 <i>before</i> class on Popham. Make sure to include responses to reading questions!</li> <li><b>Rough Drafts of UP#1 to Peer Review Partners</b> due no later than Sunday 9/24 @ 8pm (sent via email CC’d me AND to Dropbox)</li> </ul>
<p><b>Week #6: Backward Planning—Scaffolding, Differentiated Instruction, and Universal Design</b></p>	
<p><b>Week 6</b>  <b>T Sept 26: UP#1 Peer Review &amp; Universal Design as an Approach to Scaffolding</b></p> <ul style="list-style-type: none"> <li>Providing thorough and effective feedback</li> <li>Making plans for substantive revision</li> <li>Understanding and applying UDL approaches to our design</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>In your own words, what is UDL? What specific components of this accessible approach to learning can you bring into your own unit design?</li> <li>What are the connections between carefully sequenced/scaffolded instruction and the philosophies of Universal Design? What major takeaways might you want to consider for your Composition Teaching Philosophy (a part of your final portfolio) OR your unit rationale?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Chardin and Novak, “Personalized Learning for Equity” (pp. 65-84)</li> <li>Your peers’ UP#1 Drafts</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal Entry #10 <i>before</i> class on Chardin and Novak. Make sure to include responses to reading questions!</li> <li><b>Full UP#1 Peer Review Comments</b> due to peers (via email + CC’d to me) AND to Dropbox by 12pm <i>before</i> class.</li> </ul>
<p><b>Week 6</b>  <b>Th Sept 28: Introduction to Sequencing</b></p> <ul style="list-style-type: none"> <li>Scaffolding instruction with backward design</li> <li>Identifying episodes and links</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>What are the central components of sequencing according to Hillocks? Rather than a simple list of activities, what is the curricular goal of sequencing?</li> <li>How might you incorporate UDL approaches in your sequencing?</li> </ol> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>Assignment #2, UP#2: Writing Sequence, Lesson Plan, and Graphic Organizer (Due 10/15)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Hillocks, “The Art of Planning III: Sequencing” (pp. 170-188)</li> <li><b>D2L:</b> Smagorinsky, “Providing Scaffolds for Student Learning” from <i>Teaching English by Design</i> (pp. 19-31)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal Entry #11 <i>before</i> class on Hillocks Ch 9 and Smagorinsky. Make sure to include responses to reading questions!</li> <li><b>Final Draft UP#1 due Sunday, Oct 1 @ 11:59pm to Dropbox as a Word document!</b></li> </ul>
<p><b>Week #7: Effective Practices by Design: Modeling Instruction in Lessons and Facilitating Academic Discourse</b></p>	
<p><b>Week 7</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Sample Lesson Plan + Sample Unit Overview</li> </ul>

<p><b>T Oct 3: Introduction to Lesson Planning and Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Chunking learning from the unit plan into effective daily lessons</li> <li>▪ Engaging scaffolding and achievable</li> <li>▪ Assessing student learning (formatives + summatives)</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. What are your questions about daily lesson planning and about the template we'll use?</li> <li>2. What differences do you see between the brief unit overview CCSS/LTs and the specific LTs and focus on the sample lesson plan?</li> </ol>	<ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Lesson Plan Template</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #12 <i>before</i> class on the Sample Lesson Plan + Template. Make sure to include responses to reading questions!</li> </ul>
<p><b>Week 7</b></p> <p><b>Th Oct 5: Facilitating Academic Discourse + Thoughts on Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to Academic Discussion planning</li> <li>▪ Qualities of effective graphic organizers</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. What are some explicit moments from across the texts that resonated with you? Why?</li> <li>2. Drawing on our course readings for today on facilitating discussion, what are the top three skills/processes you would like to focus on modeling and teaching explicitly? Why?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Zwiers &amp; Crawford, "Introduction," "Reasons to Converse in School" and "Getting Started with Academic Conversations" from <i>Academic Conversations</i> (pp. 1-44)</li> <li>▪ <b>D2L:</b> Michaels &amp; O'Conner, "Talk Science Primer"</li> <li>▪ <b>D2L:</b> Napell, "Six Common Non-Facilitating Teaching Behaviors"</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #13 <i>before</i> class on <i>Teaching English</i>, Michaels &amp; O'Conner, and Napell.</li> <li>▪ <b>Rough Drafts of UP#2 to Peer Review Partners</b> due no later than Sunday 10/8 @ 8pm (sent via email CC'd me AND to Dropbox)</li> </ul>
<p><b>Week #8: The Role of Grammar Instruction in the ELA Classroom: Descriptive Grammar and Teaching Grammar in Context</b></p>	
<p><b>Week 8 (Midterms)</b></p> <p><b>T Oct 10: Peer Review + Introductions to Descriptive Grammar</b></p> <ul style="list-style-type: none"> <li>▪ Providing thorough and effective feedback</li> <li>▪ Making plans for substantive revision</li> <li>▪ Defining descriptive grammar and considering its ethical implications in teaching</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. What is "descriptive grammar"? What does it mean to teach from a descriptive grammar perspective rather than a prescriptive one?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Curzan, "Says Who? Teaching and Questioning the Rules of Grammar"</li> <li>▪ <b>Course Text:</b> <i>Teaching for Joy and Justice</i>, "Teaching Writing: Making Every Lesson Count" and "Move Over, Sisyphus: Teaching Grammar and Poetry" (pp. 38-49)</li> <li>▪ Your peers' UP#2 drafts</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #14 <i>before</i> class on Curzan, and <i>Teaching for Joy</i>. Make sure to address reading questions!</li> <li>▪ <b>Full UP#2 Peer Review Comments</b> due to peers (via email + CC'd to me) AND to Dropbox by 12pm <i>before</i> class.</li> </ul>
<p><b>Week 8</b></p> <p><b>Th Oct 12: Approaches to Grammar Instruction + Workday!</b></p> <ul style="list-style-type: none"> <li>▪ Adopting grammar instruction</li> <li>▪ Engaging substantive revisions</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Building the English Classroom</i>, Chapter 8: "Supporting Development of 'Basic Skills'" (pp. 155-175)</li> </ul>



<p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. Reflect on your own grammar instruction in your schooling. What did it look like? In concert, reflect on this week's readings and your future classroom. How will you incorporate grammar instruction in your course? Cite specific examples from this week's readings. (This will be an important dialectical entry to reconsider for the final unit rationale and/or Composition Teaching Philosophy!)</li> </ol>	<p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #15 <i>before</i> class on <i>Building</i> Ch #8. Make sure to include responses to reading questions!</li> <li>▪ <b>Final Draft UP#2 due Sunday, Oct 15 @ 11:59pm to Dropbox as a Word document! (Don't forget to include tracked changes for UP#1 revisions!)</b></li> </ul>
<p><b>Week #9: Developing Language Skills / Introductions to Calendar Planning</b></p>	
<p><b>Week 9</b></p> <p><b>T Oct 17: Introductions to Planning the Unit Calendar</b></p> <ul style="list-style-type: none"> <li>▪ From overview and sequence to full unit calendars</li> <li>▪ Mapping sequence strands</li> <li>▪ Evaluating Calendar samples and approaches</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. What are your questions about fleshing out the unit calendar? What are some good first steps? How will you use existing materials to transition to this step?</li> <li>2. What processes will you adopt or adapt from our readings? What sorts of classroom routines and everyday activities need to be planned into your unit?</li> </ol> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Assignment #2, UP#3: Unit Calendar (Due 11/4)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Understanding by Design</i> Chapters 10-11: "Teaching for Understanding" (pp. 227-253) &amp; "The Design Process" (pp. 254-274)</li> <li>▪ <b>D2L:</b> Smagorinsky and Rhym, Ch 16 "Down and Dirty 2: Planning Instruction for Stressed Students Under Stressed Circumstances: A Unit on Power and Race" (pp. 221-268) <i>thorough skim!</i></li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #16 <i>before</i> class on <i>UbD</i> and Smagorinsky &amp; Rhym. Make sure to include responses to reading questions!</li> </ul>
<p><b>Week 9</b></p> <p><b>Th Oct 19: On Language and Grammar</b></p> <ul style="list-style-type: none"> <li>▪ Developing literary writing skills</li> <li>▪ Developing voice in writing</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Polette, <i>Teaching Grammar through Writing</i> Chapter 5: "Grammar Patterns: Poetry"</li> <li>▪ <b>Course Text:</b> <i>Image Grammar</i>, Chapter 1: "The Writer as Artist"</li> <li>▪ <b>Course Text:</b> <i>Inside Out</i>, Ch 5: "Identifying Good Writing and Emphasizing Voice" (pp. 97-122)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #17 <i>before</i> class on Polette, <i>Image Grammar</i>, and <i>Inside Out</i>.</li> </ul>
<p><b>Week #10: Approaches to Teaching Research Skills</b></p>	
<p><b>Week 10</b></p> <p><b>T Oct 24: Supporting Authentic Research</b></p> <ul style="list-style-type: none"> <li>▪ Supporting the development of driving questions</li> <li>▪ Developing argument-driven research</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>1. How and when did you learn to develop argument-based research papers? How can you support authentic research experiences without access to college-level databases?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>D2L:</b> Holdstein and Aquiline, Chs 4-5, "Who Cares? Identifying the Problem" and "The Wikipedia Problem: Evaluating and Trusting Sources in the Digital Age" (pp. 32-69)</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #18 <i>before</i> class on Holdstein &amp; Aquiline Chs 4-5. Make sure to include responses to reading questions!</li> </ul>

<p><b>Week 10</b>  <b>Th Oct 26: Unit Calendar Workday</b></p> <ul style="list-style-type: none"> <li>From overview and sequence to full unit calendars</li> <li>Backward design: Linking new content with daily routines and scaffolding skills and processes</li> </ul> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>Unit Rationale + Plan UP#4 (Rationale Only Due 11/10; Final Unit Plan Due 11/18 @ 11:59pm)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>None, work on your unit calendars</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Rough Drafts of UP#3 to Peer Review Partners</b> due Sunday 10/29 @ 8pm (sent via email CC'd me AND to Dropbox)</li> </ul>
<p><b>Week #11: "Workshop is Not for You": Workshopping and Revision Approaches</b></p>	
<p><b>Week 11</b>  <b>T Oct 31: Unit Calendar Peer Review + Rethinking Writing Workshops and Peer Review</b></p> <ul style="list-style-type: none"> <li>Providing thorough and effective feedback</li> <li>Making plans for substantive revision</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Chamberlain, "Workshop is Not for You"</li> <li>Drafts of your peers' writing</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal Entry #19 <i>before</i> class on Chamberlain.</li> <li><b>Full UP#3 Peer Review Comments</b> due to peers (via email + CC'd to me) AND to Dropbox by 12pm <i>before</i> class</li> </ul>
<p><b>Week 11</b>  <b>Th Nov 2: Supporting Substantive Revision (Differentiating Between Revision and Editing)</b></p> <ul style="list-style-type: none"> <li>Helping students learn how to substantively revise</li> <li>Revision tools and scaffolds</li> </ul> <p><b>Come Prepared to Consider (Reading Questions):</b></p> <ol style="list-style-type: none"> <li>How and when did you learn to engage in more substantive revision? What does that look like for you? How can you help students with different levels and forms of revision?</li> <li>What forms of peer review scaffolds are necessary to help students avoid editing and surface-level feedback and editing only?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>D2L:</b> Dean, Deborah, "Strategies for Revision: Global" (pp. 61-77)</li> <li><b>D2L:</b> Dean, Deborah, "Strategies for Revision: Local" (pp. 78-90)</li> <li>In-Class: Revision Supports and Scaffolds</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal Entry #20 <i>before</i> class on Dean readings. Make sure to include responses to reading questions!</li> <li><b>Final Draft UP#3 due Saturday, Nov 4<sup>th</sup> @ 11:59pm to Dropbox as a Word document! (Don't forget to include tracked changes for UP#1-2 revisions!)</b></li> </ul>

**Unit #III: Evaluating Student Writing & the Effectiveness of Writing Instruction**

DISCUSSION ACTIVITIES/TOPICS:	DUE:
<b>Week #12: Work Week</b>	
<p><b>Week 12</b>  <b>T Nov 7: Unit Rationale Workday</b></p> <ul style="list-style-type: none"> <li>Developing quality rationales that rely on concrete examples and academic best practices</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>None, bring books or articles to support in-class unit rationale work day</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Rough Drafts of UP#4 Rationale ONLY to Peer Review Partners</b> due Wednesday 11/8 @5pm (sent via email CC'd me AND to Dropbox)</li> </ul>
<p><b>Week 12</b>  <b>Th Nov 9: Unit Rationale Peer Review + Workday</b></p> <ul style="list-style-type: none"> <li>Providing thorough and effective feedback</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Your peers' drafts</li> </ul>

<ul style="list-style-type: none"> <li>▪ Making plans for substantive revision</li> </ul> <p><b>Assignments Revisited:</b></p> <ul style="list-style-type: none"> <li>▪ Review Assignment #4 Portfolio (Due 12/10 @ 11:59pm)</li> </ul>	<p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Full UP#4 Rationale ONLY Peer Review Comments</b> due to peers (via email + CC'd to me) AND to Dropbox by 12pm <i>before</i> class</li> <li>▪ <b>Final Draft UP#4 Rationale ONLY due Friday, Nov 10<sup>th</sup> @ 11:59pm to Dropbox as a Word document!</b></li> <li>▪ <b>Rough Drafts of FULL UP#4 to Peer Review Partners</b> due Sunday Nov 12<sup>th</sup> @11:59pm (sent via email CC'd me AND to Dropbox)</li> </ul>
<p><b>Week #13: Traditional and Authentic Assessments: Responding to Student Writing</b></p>	
<p><b>Week 13</b> <b>T Nov 14: Final Unit Plan Peer Review + Introduction to Writing Simulation</b></p> <ul style="list-style-type: none"> <li>▪ Providing thorough and effective feedback</li> <li>▪ Making plans for substantive revision</li> </ul> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Writing Assessment Simulation Part I (Due 11/26 @ 11:59pm)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Your peers' drafts</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Full UP#4 Unit Plans Peer Review Comments</b> due to peers (via email + CC'd to me) AND to Dropbox by 12pm <i>before</i> class</li> </ul>
<p><b>Week 13</b> <b>Th Nov 16: Evaluating Student Writing + Workday!</b></p> <ul style="list-style-type: none"> <li>▪ Engaging in substantive revision</li> </ul> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Final Portfolio (Due 12/10 @ 11:59pm)</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Course Text:</b> <i>Inside Out</i>, Chapter 8: "Responding to Students' Writing"</li> <li>▪ <b>Course Text:</b> <i>Inside Out</i>, Chapter 11: "Grading, Evaluating, and Testing Writing"</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #21 <i>before</i> class on <i>Inside Out</i> readings.</li> <li>▪ <b>Revised and Finalized Unit Plan (with tracked changes!) due Saturday 11/18 @ 11:59pm</b></li> <li>▪ <b>Writing Simulation Part I due Sunday, 11/26 @ 11:59pm</b></li> </ul>
<p><b>Week 14 Thanksgiving Break Mon 11/20 – Fri 11/24</b> <b>(Work on Simulation Grading)</b></p>	
<p><b>Week #15: Traditional and Authentic Assessments: Using Assessment to Inform Instruction</b></p>	
<p><b>Week 15</b> <b>T Nov 28: Reflecting on Effective Feedback and Using Assessment to Inform Instruction</b></p> <ul style="list-style-type: none"> <li>▪ Reflecting on Assessment Simulation</li> <li>▪ Using feedback to provide ongoing writing supports</li> </ul> <p><b>Come Prepared to Consider:</b></p> <ol style="list-style-type: none"> <li>1. How can you tell if your students are making growth in their writing skills? What tools do you have? How can you tell if your assessment tools are trustworthy?</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ None. BUT bring your completed assessments to class and complete the required reading questions in your Dialectical Journal!</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Dialectical Journal Entry #22 <i>before</i> class on reading questions!</li> <li>▪ <b>Reminder: Writing Simulation Part I due Sunday, 11/26 @ 11:59pm</b></li> </ul>

<p>2. Reflect on the assessment simulation. What new insights did you come to? What supports do you need?</p> <p><b>Assignments Handed Out:</b></p> <ul style="list-style-type: none"> <li>▪ Writing Assessment Simulation Part II-III (Due 12/2 @ 11:59pm)</li> </ul>	
<p><b>Week 15</b>  <b>Th Nov 30: Portfolio Workday</b></p> <ul style="list-style-type: none"> <li>▪ Providing thorough and effective feedback</li> <li>▪ Making plans for substantive revision</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ None, work on your portfolio and revisions!</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Bring in final Portfolio Drafts for Work Day!</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Writing Simulation Part II-III due Saturday 12/2 @ 11:59pm</b></li> <li>▪ <b>Portfolio Peer Review Draft due Sunday 12/3 @ 11:59pm</b></li> </ul>
<b>Week 16: Entering the Education Profession</b>	
<p><b>Week 16</b>  <b>T Dec 5: Portfolio Peer Review</b></p> <ul style="list-style-type: none"> <li>▪ Providing thorough and effective feedback</li> <li>▪ Making plans for substantive revision</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Your peer's Portfolio</li> </ul> <p><b>Written Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Portfolio Peer Review Comments + Form due to partners and Dropbox <i>before</i> class</b></li> </ul>
<p><b>Week 16</b>  <b>Th Dec 7: Final Reflections</b></p>	<p><b>Final Class Celebration + Reflection</b></p>
<p><b>Final Portfolio and all School of Ed submissions due by Sunday, 12/10 @ 11:59pm!</b>  <b>Send separate Clinical Hours forms to me by email no later than Sunday, 12/10 @ 11:59pm!</b></p>	