

Fall 8-15-2018

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

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Recommended Citation

Binns, Donna, "ENG 3401-001: Methods of Teaching Composition in the Middle and Secondary Schools" (2018). *Fall 2018*. 57.
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English 3401:
Methods of Teaching Composition in Secondary Schools
Course Policies & Syllabus
ENG 3401 – TR – 12:30 pm - 1:45pm – 3120 Coleman Hall

Instructor: Dr. Donna Binns

Office: 3851 Coleman Hall

Office Hours: T/R 1:45 pm--3:15 pm
Wednesdays 1:00 pm—2:00 pm

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Catalog Description: Approaches to the teaching of composition in junior and senior high schools. Includes 5 hours of on-site pre-clinical experience. Prerequisites include ENG 1002 & ENG 2901. (3-0-3, WI, 3 credits)

Course Description: This course explores various best practices and approaches to teaching and 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. 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 live-text submission of one required assignment

Course Objectives: Following the NCTE Guidelines and Illinois Content Area 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*. NY: Teachers College Press, 2011.

Atwell, Nancy. *In the Middle: New Understandings about Writing Reading and Learning*. 2nd ed. Portsmouth, NJ: Heinemann, 1998.

Hillocks, George. *Teaching Argument Writing, Grades 6-12*. Portsmouth, NH: Heinemann, 2011.

Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4th. Portsmouth, NJ: Heinemann, 20.

Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary*

- Schools*. 4th ed. Columbus, OH: Pearson, 2005.
- Noden, Harry. *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NJ: Heinemann, 2011.
- Romano, Tom. *Fearless Writing: Multigenre to Motivate and Inspire*. Portsmouth, NJ: Heinemann, 2013.

Note: Additional Required Readings, as noted on the schedule, will be found on D2L;

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. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion. Also, College of Education Live Text requirements will apply to the Unit Plan & Pedagogy Reflection Essay.

Daily Work/Participation (20%):

Prepared Response Papers – Respond to assigned readings, as required. Cite the pages to which you refer. Submit prepared responses to D2L prior to class on the assigned due date.

Daily work – Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities.

In-Class Free Writes/Quizzes – Potential short assessments aimed to determine understanding of key concepts from the assigned readings and class discussions.

Participation – Includes attendance, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Major Writing Assignments/Projects (600pts):

Writing Pedagogy Essay (100pts)

Select an area of writing pedagogy to research. Based on substantive research on your chosen topic, prepare a professional, argument-based paper in MLA style on the issue or practice you selected. Include a Works Cited page. Blend information from your research with assigned readings and your experiences with students to make an assertion. (5-7pgs, 1250-1750 words)

Unit Plan Project (100pts)

Compose a conceptual unit plan demonstrating your awareness of teaching composition. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should include a rationale that reflects knowledge of contemporary practices of teaching writing, as well as supplementary teaching materials that highlight your instructional practices. (This 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). (15-25pgs, 3750-6250 words)

Pedagogy Reflection (Clinical Experience) Essay

Compose a reflective essay that applies what you have learned about teaching writing to your prior and/or current experiences in educational settings.

Composition Teaching Philosophy (part of the Professional Portfolio, see below)

Craft an essay to highlight your teaching philosophy as it relates to your own views of composition instruction.

Professional Revision Portfolio (100pts)

Compile a collection of professional documents and teaching materials that demonstrates your preparation for a teaching position. Included within this will be: a table of contents, teaching philosophy, resume/curriculum vitae, pedagogy reflection essay, revised pedagogy essay, revised unit plan, and evidence of professional organization membership.

Authentic Assessment Assignment (100pts) – create a non-traditional writing assignment that could serve as an assessment of student learning at the closure of a lesson or unit. Possible choices include (but are not limited to): multi-genre research paper, thematic project, presentation/speech, artistic/creative literary response/interpretation, or writing portfolio. (2-3pgs, 500-750 words)

Evaluation Simulation & Reflection Assignment (100pts) – participation 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. (word count varies)

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:

Major Writing Assignments/Projects:	60%
Final Portfolio:	20%
<u>In-Class Work/Participation:</u>	<u>20%</u>

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

Instructor Class Policies:

Submitted Assignments: All documents should be submitted on time and must have a professional appearance. Every assignment should be word processed (for D2L submissions as Microsoft Word files) and formatted according to current MLA guidelines and standards when applicable. For your own protection, keep copies of all completed work and drafts.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. **After three absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade.** For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 20 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must

be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented, you will receive a zero and will not be able to make up the presentation.**

Plagiarism: 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. 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, and representation 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 to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course."

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 might constitute plagiarism, please consult me prior to turning in the final draft.

Instructor Access and Response Time: Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via Panthermail is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]).

Students with Disabilities: 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. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center & Writing Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) 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. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

Themes: The English Department has recently identified a set of themes that students may choose to explore across multiple courses with the same theme. In each course, the theme may be explored differently. In this course, you will complete work that engages one of the following three themes: (1) *Genre, Form & Poetics*; (2) *Education & Society*; (3) *Media, Technology & Popular Culture*.

ENG 3401 Course Schedule

NOTE: This course is allotted both an Integrated Technology Classroom & a Traditional Classroom for its use throughout the term. Unless otherwise specified, we will meet in the computer lab (CH 3120), moving to the traditional classroom (CH 3130) only when the space is better for specific class activities/presentations. This syllabus is subject to changes at my discretion. Prepared Responses are due to our D2L Dropbox prior to class.

Unit I. The Writing Process

[CCSS.9-12.R.L.1; CCSS.9-12.R.L.1—3, 5-6,8; CCSS.W.1-6, 10; CCSS.R.H.5-6; CCSS. R.ST.1-2; CCSS.W.HST.2]¹

Week #1: Motivating 21st Century Writers & Cultivating Ideal Writing Environments

T 8/21– Course Introduction & Overview / Icebreaker/ Status of Writing in Secondary Schools

R 8/23– Simulating Real World Writing Situations / The Classroom Writing Workshop

Prepared Reading: *Writing Instruction* Chapters 2-3, *Write Like This* Chapter 1; (D2L) *In the Middle* Chapter 1

Prepared Response 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?

Week #2: Scaffolding Writing Instruction through Standards Based Grading

T 8/28– Writing across the Curriculum & Writing in the Disciplines

Prepared Reading: *Teaching English* Chapters 1,2, & 6

R 8/30– The Collins Writing Program / Pre-Writing Strategies / Graphic Organizers

Prepared Reading: *Inside* Chapter 3

Prepared Response 2: From the readings completed so far this semester, what have you learned about crafting an environment that will cultivate successful writing?

Topic Selections for Writing Pedagogy Paper Due (submitted to D2L Dropbox)

Week #3: Writing at Different Stages and for Different Purposes

T 9/4 – Revision (the student as editor and as peer editor) / Publishing, Performing, or Sharing Student Writing

Prepared Reading: *Inside Out* Chapters 4, 9-10

R 9/6 – Writing to Learn: Annotating Texts / Writing for Close Reading / Journaling

Prepared Reading: *Teaching English* Chapter 8, *Teaching Argument* Chapters 1-3

Prepared Response 3: Which revising strategies discussed this week did you find to be most useful? Did any of these influence your crafting of the peer editing guide? What are your strengths and weaknesses in terms of revising your own writing?

Week #4: Teaching Writing in the Common Core Era

T 9/11 – Teaching for Transfer / Argument Writing

Prepared Reading: *Teaching Argument*, Chapters 4-7

R 9/13 – Cultivating Voice & Style in Different Writing Genres / Modeling Master Texts

Prepared Reading: *Inside Out* Chapter 5, *In the Middle* Chapters 4 & 5

Prepared Response 4: Create a "Top Five" list for each of the assigned chapters (it can be the top five best points made, best ideas, ideas you wouldn't use, etc.)

Must Have Copy of Favorite Poem or Fiction Passage in Class

Unit II. Best Practices for Instructional Design & Writing Instruction

[CCSS.9-12.R.L.6; CCSS.9-12.L.1-4; CCSS.9-12.SL.1-6; CCSS.9-12.W.6]

¹ The Common Core Standards listed beneath each unit title is representative – not inclusive – of the standards addressed through the instructional activities and assignments within the unit.

Week #5: Backwards Planning – Course Designs, Unit Development, and Lesson Plans

T 9/18 – Setting Curricular Goals / **Peer Editing Pedagogy Essay**/ Post Draft to D2L Discussion Board prior to class;

Prepared Reading: *Teaching English* Chapter 3

Rough Draft of Writing Pedagogy Essay Due to D2L Discussion Board Prior to Class

R 9/20 – Prepared Reading: *Teaching English* Chapters 13 & 5

Assignment Due: Writing Pedagogy Essay (Submit to D2L Dropbox)

Week #6: Differentiated Instruction

T 9/25 – Best Practices for Teaching Writing Skills to English Language Learners / Taking Cultural Factors into Consideration when Teaching & Evaluating Student Writing / Debates Surrounding Academic Writing & Student Dialects

Prepared Reading: *Writing Instruction* Chapter 8-9; *Grammar to Enrich* Ch14 (D2L)

R 9/27 – *Different Types of Writing Activities & Assignments / Layered Curriculum / Collaborative Writing & Cooperative Learning*

Prepared Reading: “Negotiating Languages & Cultures: Enacting Translingualism through Translation Assignment” (D2L); *Inside Out* Chapter 12

Prepared Response 5: After reading “Negotiating Language & Culture” could you see using an assignment like this in the secondary classroom? How could you adapt it? What challenges might you face?

Week #7: Composition within & beyond the Classroom – 21st Century Communication Practices

T 10/2 – Writing about Literature & Nontraditional Texts

Prepared Reading: *Inside Out* Chapter 13

Prepared Response 6: How important do you think it is to teach visual/media literacy and how prepared do you feel to do so?

R 10/4 – **Resume Draft Due to D2L Discussion Board Prior to Class; Reading TBA**

Week #8: Teaching Composition in the Digital/Computer Age

T 10/9 – Moving Beyond Alarmist Views of Technology’s Influence on Learners / Multimodal Composition

Prepared Reading: TBA

R 10/11 – Composing off the Page / Developing Speaking, Listening & Presentation Skills / Implementing Oral, Visual & Multimodal Composition

Prepared Reading: Selections by Troy Hicks (D2L)

Prepared Response 7: Why is digital literacy important in this day and age? What points does Hicks make that resonate with you?

Week #9: The Role of Grammar Instruction in the ELA Classroom

T 10/16 – Moving Beyond the Grammar Debates / Rhetorical Grammar Instruction

Prepared Reading: *Grammar - Rhetorical Tools* Chapter 2 (D2L); *Grammar to Enrich & Enhance Writing* Chapters 3-4 (D2L)

Prepared Response 8: Reflect on the instructions for teaching grammar presented here (be specific) and compare them to the grammar instruction you received. Why might these be more effective?

R 10/18 – Integrated Grammar Instruction in Action

Prepared Reading: *Image Grammar* Chapters 1-3

Assignment Due: Grammar Mini-Lesson Presentations (on Assigned Date)

Week #10: Developing Language Skills

T 10/23 – Using Mini-Lessons to Target Language Skills / Pedagogy Presentations / Peer Review

Prepared Reading: *Image Grammar* Chapter 6; *In the Middle* Chapter 6

Assignment Due: Unit Rationale Draft (submit to D2L Discussion Board for Peer Responses)

R 10/25 – Studying Language Use across Genre / Creative Writing in the ELA Classroom /

Pedagogy Presentations

Prepared Reading: *Teaching Grammar through Writing* Chapter 5 (D2L); *Image Grammar* Chapters 8-9

Prepared Response 9: How have your peers' grammar mini-lessons reflected the pedagogical strategies we've covered in this unit (list specific examples)?

Unit III. Evaluating Student Writing & the Effectiveness of Writing Instruction

[CCSS.9-12.W.1-5, 7-9; CCSS.9-12.SL.1]

Week #11: Approaches to Teaching Research Skills

T 10/30 – The Multigenre Research Project vs. The Traditional Term Paper / Rubric Design/

Pedagogy Presentations

Prepared Reading: *Fearless Writing* Sections I-III, *Blending Genre* (D2L)

Unit Plan Draft Due (Submit to D2L Discussion Board for Peer Responses)

R 11/1 – Teaching Research (and Avoiding Plagiarism) / Developing MLA Skills / Pedagogy

Presentations

Prepared Reading: *Fearless Writing* Sections IV-V

Assignment Due: Unit Plan (Submit to D2L Dropbox)

Week #12: Implementing Traditional & Authentic Assessment in the Classroom

T 11/6 – Informal vs. Formal Assessment / Critiquing & Designing Traditional Exams,

Assignment Sheets, & Portfolio Assessments

Prepared Reading: *In the Middle* Chapters 7, 11, *Teaching English* Chapter 9 & 12

R 11/9 Prepared Reading: *Write Like This* Chapters 2-7 (D2L); **Authentic Assessment Plan**

Draft Due to D2L Discussion Board Prior to Class

T 11/8 Work on Authentic Assessment Plan

Week #13: Effective Evaluation Practices

T 11/13– Responding to Student Writing / Evaluation Practices that Work / Pedagogy

Presentations

Prepared Reading: *Inside Out* Chapter 8, *Grammar to Enrich & Enhance Writing* Chapter 13 (D2L)

Assignment Due: Authentic Assessment Plan (Submit to D2L Dropbox)

R 11/15 – Considering Teacher Subjectivity & Other Factors that Impact Evaluation

Prepared Reading: Sample Student Essays for Grading Simulation

Assignment Due: Evaluation Simulation Part I (Graded Essays, Time Sheets, Reflection Logs)

[Thanksgiving Break – No Classes]

Week #14: Assessing Student Comprehension & Writing Instruction

T 11/27 – Analyzing State Exams & Writing Prompts / PARCC Preparation / Demonstrating Student Learning / Teacher Evaluation Systems / The Danielson Model / EdTPA / Teaching in the Field

Prepared Reading: *Inside Out* Chapter 11, *In the Middle* Chapters 7, 9; EdTPA Materials (D2L);

Assignment Due: Evaluation Simulation Part II (Effective Evaluation Practices, Using Assessment Data, Select Graded Essay Samples & Simulation Rubric)

R 11/29 – Peer Review Session

Assignment Due: Pedagogy Reflection (Clinical Experience Essay), & Teaching Composition Philosophy Drafts Due to D2L Discussion Board Prior to Class

Week #15: Entering the Education Profession

T 12/4– Workshop **Professional (Final) Portfolio**

R 12/6 – From Theory to Practice: Final Thoughts & Closure

Assignment Due: Professional (Final) Portfolio Due to D2L Dropbox

Live Text Version of Revised Unit Plan & Pedagogy Reflection Must Be Submitted

Clinical Experience Hours & Dispositions Sheets Due

Yellow Evaluation Sheets Due