

Fall 8-15-2017

# ENG 3401 001: Teaching Secondary Composition

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**English 3401:**  
**Methods of Teaching Composition in Secondary Schools**  
**Course Policy & Syllabus**  
ENG 3401 – TR – 2pm - 3:15pm – 3120 Coleman Hall<sup>1</sup>

**Instructor:** Dr. Melissa Ames

**Office:** 3821 Coleman Hall

**Office Hours:** T/R 11:00am-1:00pm

T/R 4:45pm-5:15pm

Or by Appointment

**Email:** [mames@eiu.edu](mailto:mames@eiu.edu) (please do not use the email provided by D2L)

**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*. 2<sup>nd</sup> ed. Portsmouth, NJ: Heinemann, 1998.

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

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<sup>1</sup> Unless otherwise instructed we will meet in CH 3120 but we also have CH 3130 assigned to our class so for particular class sessions we may choose to meet in a traditional room.

- Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genre*. Portsmouth, NH: Heinemann, 2013.
- Kirby, Dan, et al. *Inside Out: Strategies for Teaching Writing*. 4<sup>th</sup>. Portsmouth, NJ: Heinemann, 20.
- Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*. 4<sup>th</sup> ed. Columbus, OH: Pearson, 2005.
- McCourt, Frank. *Teacher Man: A Memoir*. New York, NY: Scribner, 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; 3401 Course Pack is available for purchase at Panther Print & Copy Center.

**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 one required course assignment (The Unit Plan).

**Daily Work/Participation (200pts):**

*Response Papers/Journal Entries* – Respond to assigned readings, as required. Cite the pages to which you refer. Submit a hard copy of each response on the assigned due date.

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

*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)

Course Design (100pts)

Craft a skeleton for a semester long Language Arts course. (The course that you envision can utilize your completed unit if you so choose). This course design will demonstrate your ability to map out an entire course, link units together, and plan student activities/assignments that build off of previously mastered skills. (10-20pgs, 2500-5000 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 (part of the Professional Portfolio, see below)

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

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

Craft an essay to highlight axiology, process, epistemology, and pedagogy as it relates to your own views of composition instruction. (word count included below)

Professional 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 essay, unit plan, course design, and evidence of professional organization membership. (This assessment includes three new writing pieces totaling 6-10pgs, 1500-2000 words; total portfolio size, including revised assignments, will range from 36-62pgs, 9000-15500)

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)

**Minor Writing Assignments/Products (200pts):**

Instructional Planning Tools – includes Course Design Modification (50pts), Creative Writing Justification (25pts), and Grammar Mini-Lesson Presentation (50pts).

Student Activities/Assignments – includes Peer Editing Rubric (25pts), Research/MLA Activity (25pts), and Pre-Writing Graphic Organizer (25pts).

**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:	600pts
Minor Writing Assignments/Products:	200pts
<u>In-Class Work/Participation:</u>	<u>200pts</u>
Total Points Possible:	1000pts

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 typed on white, 8.5 x 11 paper and formatted according to current MLA guidelines and standards when applicable. Unless otherwise specified on the syllabus, all assignments should be submitted in a slim 2-pocket folder that houses the final assignment and scoring rubric (and drafts/peer-editing checklists when applicable). For larger assignments (course design, unit plan, portfolio), a larger binder can be used if needed. 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 email 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]. I look forward to hearing from you. Sincerely, Y). Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to return assignments the class period after they were submitted.] I will always email your school email addresses should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a

grade to ask about that grade, and note that instructors are not allowed to discuss grades over email (make an appointment to talk to me in person).

*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](http://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*.

## 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.

### **Unit I. The Writing Process**

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

#### ***Week #1: Motivating 21<sup>st</sup> Century Writers & Cultivating Ideal Writing Environments***

**T 8/22**– Course Introduction & Overview / The Status of Writing in Secondary Schools  
Post-Class Reading: *Writing Instruction* Chapters 2-3, *Write Like This* Chapter 1 (D2L)

**R 8/24**– Simulating Real World Writing Situations / The Classroom Writing Workshop  
Prepared Reading: *Teaching* Chapters 1 & 2, *Middle* Chapter 1  
Prepared Response: Reflect on the post-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 8/29**– Writing across the Curriculum & Writing in the Disciplines

Prepared Reading: *Teaching* Chapter 6, *Binder Needed*

Prepared Response: After (re)familiarizing yourself with the 9-12 ELA Common Core Standards ([http://www.isbe.net/common\\_core/pdf/ELA\\_common\\_core\\_standards.pdf](http://www.isbe.net/common_core/pdf/ELA_common_core_standards.pdf)), reflect on some of the strands/standards that you feel best prepared to teach toward at this point in your training & note areas where professional development is needed as well.

**R 8/31**– The Collins Writing Program / Pre-Writing Strategies / Graphic Organizers

Prepared Reading: *Inside* Chapter 3; *Binder Needed*

Prepared Response: 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 9/5** – Revision (the student as editor and as peer editor) / Publishing, Performing, or Sharing Student Writing

Prepared Reading: *Inside* Chapter 9-10; *Binder Needed*

Prepared Response: Free response: select one particular passage from this reading and respond.

**Assignment Due: Graphic Organizer**

**R 9/7** – Writing to Learn: Annotating Texts / Writing for Close Reading / Journaling

Prepared Reading: *Teaching* Chapter 8, *Inside* Chapter 4; *Binder Needed*

Prepared Response: 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?

**Assignment Due: Peer Editing Guide**

#### ***Week #4: Teaching Writing in the Common Core Era***

**T 9/12** – Teaching for Transfer / Argument Writing

Prepared Reading: *Argument*, Chapters 1-7

Prepared Response: Create an outline for each of the assigned chapters OR practice your summary skills and create a brief (3-5 sentence) abstract for each chapter.

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<sup>2</sup> 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.

- R 9/14** – Cultivating Voice & Style in Different Writing Genres / Modeling Master Texts  
Prepared Reading: *Inside* Chapter 5, *Middle* Chapter 4 & 5; *Binder Needed*  
Prepared Response: 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]

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

- T 9/19** – Setting Curricular Goals / Peer Editing Pedagogy Essay  
Prepared Reading: *Teaching* Chapter 3; *Binder Needed*  
Prepared Response: Summarize the chapter in a paragraph.  
**Rough Draft of Writing Pedagogy Essay Must be in Class**
- R 9/21** – Crafting Course Designs, Units & Lesson Plans – The Hook: Anticipatory Sets / Bellwork / The Components of a Traditional Lesson Plan  
Prepared Reading: *Teaching* Chapter 13 & 5; *Binder Needed*  
Prepared Response: Select one quote from either chapter and respond to it.  
**Assignment Due: Writing Pedagogy Essay (Submit to D2L Dropbox)**

### ***Week #6: Differentiated Instruction***

- T 9/26** – 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 *Binder Needed*)  
Prepared Response: Select one argument or strategy discussed in each chapter and reflect on it (do you agree, would you use it, etc.)
- R 9/28** – *Different Types of Writing Activities & Assignments / Layered Curriculum / Collaborative Writing & Cooperative Learning*  
Prepared Reading: “Negotiating Languages & Cultures: Enacting Translingualism through Translation Assignment” (D2L); *Inside* Chapter 12  
Prepared Response: 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 – 21<sup>st</sup> Century Communication Practices***

- T 10/3** – Writing about Literature & Nontraditional Texts  
Prepared Reading: *Inside* Chapter 13  
Prepared Response: How important do you think it is to teach visual/media literacy and how prepared do you feel to do so?
- R 10/5** – Course Design Workshop Day – No Class

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

- M 10/9** – *Optional* College of Arts & Humanities Career Fair, Doudna, 1-5pm
- T 10/10** – Moving Beyond Alarmist Views of Technology’s Influence on Learners / Multimodal Composition  
Prepared Reading: “How Computers are Making Kids Dumb,” “Young and Wired” & “Why Heather Can Write (*course binder*); *Crafting Digital Writing* Chapter 2.  
Prepared Response: Hicks discusses the difference between students who are “tech comfy” vs. “tech savvy,” which of the strategies discussed do you think would help them move toward the latter? Can you think of others not discussed?  
**Assignment Due: Course Design (Submit to D2L Dropbox)**



**R 10/12** – Composing off the Page / Developing Speaking, Listening & Presentation Skills / Implementing Oral, Visual & Multimodal Composition  
Prepared Reading: *Crafting Digital Writing*, Chapters 3, 7 & 8  
Prepared Response: Why is digital literacy important in this day and age? What points does Hicks make that resonate with you?  
**Bring Copy of Writing Pedagogy Essay to Class**

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

**T 10/17** – 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); *Binder Needed*  
Prepared Response: 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 10/19** – Integrated Grammar Instruction in Action  
Prepared Reading: *Image Grammar* Chapters 1-3  
Prepared Response: Which of the Grammar “Lessons” discussed would you consider adopting and why? Which did not appeal to you and why?  
**Assignment Due: Grammar Mini-Lesson Presentations (on Assigned Date)**

**Week #10: Developing Language Skills**

**T 10/24** – Using Mini-Lessons to Target Language Skills / Pedagogy Presentations / Peer Review  
Prepared Reading: *Image Grammar* Chapter 6; *Middle* Chapter 6; *Binder Needed*  
Prepared Response: Free response related to either chapter.  
**Assignment Due: Unit Rationale Draft (submit to D2L, accessible in class for peer editing)**

**R 10/26** – 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; *Binder Needed*  
Prepared Response: How have your peers’ grammar mini-lessons reflected the pedagogical strategies we’ve covered in this unit (list specific examples)?  
**Assignment Due (In-Class): Creative Writing Justification Letter**

**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 10/31** – The Multigenre Research Project vs. The Traditional Term Paper / Rubric Design/ Pedagogy Presentations  
Prepared Reading: *Fearless Writing* Sections I-III, *Blending Genre* (D2L); Additional Student Sample Projects (D2L); *Binder Needed*  
Prepared Response: What appeals to you about the multigenre research project and teaching students to write in non-traditional genres? What challenges concern you?  
**R 11/2** – Teaching Research (and Avoiding Plagiarism) / Developing MLA Skills / Pedagogy Presentations  
Prepared Reading: *Fearless Writing* Sections IV-V; *Binder Needed*  
Prepared Response: What pedagogical strategies covered this semester influenced your unit plan?  
**Assignment Due: Unit Plan (Submit to D2L Dropbox)**

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

**T 11/7** – Informal vs. Formal Assessment / Critiquing & Designing Traditional Exams, Assignment Sheets, & Portfolio Assessments  
Prepared Reading: *Middle* Chapters 7, 11, *Teaching* Chapter 9 & 12  
*Binder Needed*  
Prepared Response: Create four questions (inspired by each chapter) that you might ask a peer.

R 11/9 – Portfolio Workshop Day – No Class

*Binder Needed*

Prepared Reading: *Write Like This* Chapters 2-7 (D2L)

**Assignment Due: Research/MLA Activity (due to D2L Dropbox)**

**Week #13: Effective Evaluation Practices**

T 11/14– Responding to Student Writing / Evaluation Practices that Work / Pedagogy

Presentations

Prepared Reading: *Inside* Chapter 8, *Grammar to Enrich & Enhance Writing*

Chapter 13 (D2L); *Binder Needed*

Prepared Response: Select a quote/passage from each chapter and explain why it struck you (in a positive or negative way).

**Assignment Due: Authentic Assessment**

R 11/16 – Considering Teacher Subjectivity & Other Factors that Impact Evaluation / Guest

Lecture, Terri Fredrick

Prepared Reading: Sample Student Essays for Grading Simulation; *Binder Needed*

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

[Thanksgiving Break – No Classes]

**Week #14: Assessing Student Comprehension & Writing Instruction**

T 11/28 – Analyzing State Exams & Writing Prompts / PARCC Preparation / Demonstrating Student Learning / Teacher Evaluation Systems / The Danielson Model / EdTPA / Teaching in the Field

Prepared Reading: *Inside* Chapter 11, *Middle* Chapters 7, 9; EdTPA Materials (D2L); *Binder Needed*

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

R 11/30 – Peer Review Session / Course Modification In-Class Exam

Prepared Reading: *Teacher Man*, Part I

Prepared Task: Take notes as you prepare for the following class period's assigned response.

**Assignment Due: Resume, Pedagogy Reflection (Clinical Experience Essay) & Philosophy Drafts emailed to your assigned peer editor (see D2L list) by 2pm (peer editing feedback due by Friday 12/1, 11:59pm, include instructor on email exchanges)**

**Assignment Due (In-Class): Course Modification – MUST HAVE COPY (electronic or print/graded) copy of Course Design In-Class**

**Week #15: Entering the Education Profession**

T 12/5– Discussion of Frank McCourt's *Teacher Man* / Real World Writing Activities

Prepared Reading: *Teacher Man* (complete novel)

Prepared Response: Craft a 1-pg (single spaced) reflection on this teaching memoir.

**Assignment Due: Professional Portfolio**

**Assignment Due: *Teacher Man* Response Paper**

**Live Text Version of Revised Unit Plan Must Be Submitted & Revised Unit & Reflection Due to D2L Drop Box**

R 12/7 – From Theory to Practice: Final Thoughts & Closure

Prepared Reading: *Teaching* Chapter 14

Prepared Response: Consider your level of confidence and skillset in regard to teaching ELA (or teaching writing specifically), how have you grown over the course of the semester?

**Final Exam Week / End of Semester**

(Note: This Schedule is Subject to Change at the Instructor's Discretion & Reading Selections are Abbreviated by Title)