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ENG 3401-001: Methods Of Teaching Composition In Secondary Schools

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ENG 3401: Methods of Teaching Composition in Secondary Schools

Instructor: Dr. Donna Binns
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Hours: Mondays 2:00 p.m.—2:50 p.m.
Tuesdays 12:30 p.m.—2:30 p.m.
Wednesdays 1:00—2:00 p.m.

Course Description: This course explores approaches to the teaching and evaluating of written composition in secondary schools.

Course Objectives: Following NCTE Guidelines and Illinois Content Area Standards this course will:

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 and an understanding of diversity in language use, patterns, dialects, across cultures, ethnic groups, geographic regions, and social roles;
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;
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:

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

Kirby, Dan et al. *Inside Out: Strategies for Teaching Writing*. 3rd ed. Portsmouth, NJ: Heinemann, 2003.

Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*. 4th ed. Columbus, OH: Pearson, 2005.

Romano, Tom. *Blending Genre, Altering Style*. Portsmouth, NJ: Heinemann, 2000.

Weaver, Constance. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook, 1996.

USB-compatible device for saving documents (i.e. a jump drive)

Course Requirements: You must complete all parts of all major assignments to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments. 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 apply

Daily Work/Participation

Response papers--Respond to assigned readings. **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.

Participation—Students will be assigned a weekly participation score of up to five points. Students who come prepared to each class day and participate in class activities will earn all possible points. Points may be deducted due to tardiness, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

Writing Pedagogy Essay

Research Essay on Writing Pedagogy & Presentation --Select an area of writing pedagogy to research (i.e. writing-to-learn, Writing-across-the-Curriculum, teaching creative writing, peer responding, revising, alternatives to the traditional research paper, assessing writing, teaching English Language Learners, journaling, teaching persuasive writing, teaching awareness of audience, teaching grammar in context, teaching genre and/or multi-genre papers, publishing student writing, gender and writing issues, collaborative writing, writing with technology). 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. Allow 12-15 min. for your oral presentation based on the essay. The initial essay grade counts as 20% of your overall course grade. Later, the graded copy and a revision of the essay should be included in your portfolio. Your oral presentation (worth up to 50 daily work points) factors into your daily work grade.

Unit Plan Project

(Printed copy turned in to Dr. Binns on the initial due date and revised copy turned in with portfolio; additional revised copy turned in through Live Text is a required course element)
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 reflect knowledge of contemporary practices of teaching writing.

Clinical Experience Essay

This reflective essay involves applying what you have learned about teaching writing to your prior and/or current clinical experiences.

Professional Portfolio

Table of Contents

Philosophy of Composition Pedagogy

Resume

Revision Self-analysis

Essay on Writing Pedagogy (original graded copy and revision)

Unit Plan (original graded copy and revision)

Clinical Experience Essay

Evidence of Professional Organization Membership

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 and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After four 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, bring proper verification (written documentation approved by me) for illness. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description can make up the time (but not work missed). Perfect attendance merits the addition of 20 extra-credit points to the daily work points earned (before the daily work score is averaged). Leaving before class is formally dismissed by your instructor may result in an absence for that class day.

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

Daily Work	20%
Clinical Experience Essay	20%
Essay on Writing Pedagogy	20%
Unit Plan	20%
Portfolio (organization, appeal, labeling, quality of documents)	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. 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.

Plagiarism: 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, and to report the incident to the Judicial Affairs Office.” 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.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

English 3401 Course Schedule

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they appear on the schedule. Unless otherwise indicated, response papers should discuss the assigned reading for that class day.

- 8-22 Course Introduction
- 8-24 *Teaching English in Middle and Secondary Schools* Chapters 1-2
Response paper due

- 8-29 *Teaching English in Middle and Secondary Schools* Chapter 3
- 8-31 *Teaching English in Middle and Secondary Schools* Chapter 4
Response paper due to Chapters 3&4

- 9-5 No Class: Labor Day
- 9-7 *Teaching English in Middle and Secondary Schools* Chapter 5
Response paper due

- 9-12 *Teaching English in Middle and Secondary Schools* Chapter 6
- 9-14 *Teaching English in Middle and Secondary Schools* Chapter 7
Resume draft due for peer response

- 9-19 *Teaching English in Middle and Secondary Schools* Chapter 8
- 9-21 *Teaching English in Middle and Secondary Schools* Chapter 9
Response Paper due to Chapters 8&9

- 9-26 *Teaching English in Middle and Secondary Schools* Chapter 12
- 9-28 *Teaching English in Middle and Secondary Schools* Chapter 13
Response paper due to Chapters 12&13

- 10-3 **Writing Pedagogy Essay draft due for peer response**
- 10-5 *Teaching English in Middle and Secondary Schools* Chapter 14
Writing Pedagogy Essay due

- 10-10 *Inside Out: Strategies for Teaching Writing* Chapters 1-3
- 10-12 *Inside Out: Strategies for Teaching Writing* Chapters 4-6
Response Paper due
Oral Presentations

- 10-17 *Inside Out: Strategies for Teaching Writing* Chapters 7-9
Oral Presentations
- 10-19 *Inside Out: Strategies for Teaching Writing* Chapters 10-12
Oral Presentations
Response Paper Due

- 10-24 *Inside Out: Strategies for Teaching Writing* Chapters 13-15
Oral Presentations
- 10-26 *Blending Genre, Altering Style* Introduction and Chapters 1-14
Oral Presentations
Response paper due

English 3401 Course Schedule Continued

- 10-31 *Blending Genre, Altering Style* Introduction and Chapters 15-24
Oral Presentations
- 11-2 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 3-4
Philosophy of Composition Pedagogy draft due for peer response
- 11-7 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 5-7
Unit Plan Rationale Draft Due for Peer Response
- 11-9 **Complete Unit Plan Draft Due for Peer Response**
- 11-14 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 9-10
Revised Unit Plan Draft Due for Peer Response
- 11-16 **Complete Unit Plan due**

THANKSGIVING BREAK

- 11-28 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 13-14
Clinical Experience Essay draft due for peer response
- 11-30 *Teaching Grammar in Context* Chapters 1-3
Revised Clinical Experience Essay draft due for peer response
- 12-5 *Teaching Grammar in Context* Chapters 4-6 and Appendix: Sample Lessons
- 12-7 **Portfolio due**
Completed Clinical Hours Sheet Due
Yellow Evaluation Sheet Due
Live Text Version of Revised Unit Plan sent to Dr. Binns as a Reviewer BEFORE CLASS