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 – 11:00am - 12:15pm – 3120 & 3130 Coleman Hall

Instructor: Dr. Melissa Ames
Office: 3821 Coleman Hall
Office Hours: T/R 10:00am-11:00am
T/R 1:30pm-3:00pm
Or by Appointment
Email: 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:


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)
Comose 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Writing Assignments/Projects</td>
<td>600pts</td>
</tr>
<tr>
<td>Minor Writing Assignments/Products</td>
<td>200pts</td>
</tr>
<tr>
<td>In-Class Work/Participation</td>
<td>200pts</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000pts</td>
</tr>
</tbody>
</table>

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 MLA guidelines and standards when applicable. 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.
**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.

**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.
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.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]

Week #1: Motivating 21st Century Writers & Cultivating Ideal Writing Environments
T 8/25– 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 8/27– Simulating Real World Writing Situations / The Classroom Writing Workshop
Prepared Reading: Teaching Chapters 1 & 2, Middle Chapter 1

Week #2: Scaffolding Writing Instruction
T 9/1– Writing across the Curriculum & Writing in the Disciplines
Prepared Reading: Teaching Chapter 6
R 9/3– The Collins Writing Program / Pre-Writing Strategies / Graphic Organizers
Prepared Reading: Inside Chapter 3; Binder Needed
Topic Selections for Writing Pedagogy Paper Due

Week #3: Writing at Different Stages and for Different Purposes
T 9/8 – Revision (the student as editor and as peer editor) / Publishing, Performing, or Sharing Student Writing
Prepared Reading: Inside Chapter 9-10; Binder Needed
Assignment Due: Graphic Organizer
R 9/10 – Writing to Learn: Annotating Texts / Writing for Close Reading / Journaling
Prepared Reading: Teaching Chapter 8, Inside Chapter 4; Binder Needed
Assignment Due: Peer Editing Guide

Week #4: Teaching Writing in the Common Core Era
T 9/15 – Teaching for Transfer / Argument Writing
Prepared Reading: Argument, Chapters 1-7
R 9/17 – Cultivating Voice & Style in Different Writing Genres / Modeling Master Texts
Prepared Reading: Inside Chapter 5, Middle Chapter 4 & 5; Binder Needed
Must Have Copy of Favorite Poem or Fiction Passage in Class

Unit II. Best Practices for Instructional Design & Writing Instruction

Week #5: Backwards Planning – Course Designs, Unit Development, and Lesson Plans
T 9/22 – Setting Curricular Goals / Writing Objectives / Peer Editing Pedagogy Essay
Prepared Reading: Teaching Chapter 3; Binder Needed
Rough Draft of Writing Pedagogy Essay Must be in Class
R 9/24 – 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
Assignment Due: Writing Pedagogy Essay

Week #6: Differentiated Instruction
T 9/29 – Best Practices for Teaching Writing Skills to English Language Learners / Taking

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.
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)

R 10/1 – Different Types of Writing Activities & Assignments / Layered Curriculum / Collaborative Writing & Cooperative Learning
Prepared Reading: Inside Chapter 12

Week #7: Composition within & beyond the Classroom – 21st Century Communication Practices
T 10/6 – Writing about Literature & Nontraditional Texts (?see 4/8)
Prepared Reading: Inside Chapter 13
R 10/8 – 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)

Week #8: Teaching Composition in the Digital/Computer Age
T 10/13 – Composing off the Page / Developing Speaking, Listening & Presentation Skills / Implementing Oral, Visual & Multimodal Composition
Prepared Reading: Crafting Digital Writing (excerpts, D2L)
Assignment Due: Course Design
Bring Copy of Writing Pedagogy Essay to Class
R 10/15 – Guest Lecture on Digital Writing: Troy Hicks

Week #9: The Role of Grammar Instruction in the ELA Classroom
T 10/20 – 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
R 10/22 – 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 10/27 – Using Mini-Lessons to Target Language Skills / Pedagogy Presentations / Peer Review
Prepared Reading: Image Grammar Chapter 6; Middle Chapter 6; Binder Needed
Assignment Due: Unit Rationale Draft
R 10/29 – 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
Assignment Due (In-Class): Creative Writing Justification Letter

Unit III. Evaluating Student Writing & the Effectiveness of Writing Instruction
[CCSS.9-12.W1-5, 7-9; CCSS.9-12.SL.1]

Week #11: Approaches to Teaching Research Skills
T 11/3 – The Multigenre Research Project vs. The Traditional Term Paper / Rubric Design / Pedagogy Presentations
Prepared Reading: Fearless Writing Sections I-III, Blending Genre (Additional Student Sample Projects, D2L); Binder Needed
R 11/5 – Teaching Research (and Avoiding Plagiarism) / Developing MLA Skills / Pedagogy Presentations
Prepared Reading: Fearless Writing Sections IV-V; Binder Needed
**Week #12: Implementing Traditional & Authentic Assessment in the Classroom**

**T 11/10** – Informal vs. Formal Assessment / Critiquing & Designing Traditional Exams, Assignment Sheets, & Portfolio Assessments
- Prepared Reading: *Middle* Chapters 7, 11, *Teaching* Chapter 9 & 12
- *Binder Needed*
- **Assignment Due: Unit Plan**

**R 11/12** – Portfolio Workshop Day – No Class
- *Binder Needed*
- Prepared Reading: *Write Like This* Chapters 2-7 (D2L)
- **Assignment Due: Research/MLA Activity (due via email – mames@eiu.edu – by start of class period)**

**Week #13: Effective Evaluation Practices**

**T 11/17** – 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*
- **Assignment Due: Authentic Assessment**

**R 11/19** – Considering Teacher Subjectivity & Other Factors that Impact Evaluation / Guest Lecture, Terri Fredrick
- Prepared Reading: Sample Student Essays for Grading Simulation Activity; *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 12/1** – 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 12/3** – Peer Review Session / Course Modification In-Class Exam
- Prepared Reading: *Teacher Man*, Part I
- **Assignment Due: Resume, Pedagogy Reflection (Clinical Experience Essay) & Philosophy Drafts**
- **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 12/8** – Discussion of Frank McCourt’s *Teacher Man* / Real World Writing Activities
- Prepared Reading: *Teacher Man* (complete novel)
- **Assignment Due: Professional Portfolio**
- **Assignment Due: Teacher Man Response Paper**
- **Live Text Version of Revised Unit Plan Must Be Submitted**

**R 12/10** – From Theory to Practice: Final Thoughts & Closure
- Prepared Reading: *Teaching* Chapter 14

**Final Exam Week / End of Semester**
(Note: This Schedule is Subject to Change at the Instructor’s Discretion & Reading Selections are Abbreviated by Title)