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ENG 3401-001: Methods of Teaching Composition

Robin Murray
Eastern Illinois University

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Syllabus: English 3401, Methods of Teaching Composition

Instructor: Robin L. Murray
Office Hours: T/R 1:15-3:15 & by appt.
Class time and place: Tuesday/Thursday 11-12:15 in CH 3130/3120
Office Phone: 581-6985 Email:

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 composing;
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 to 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, which 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.

Texts (in addition to hand-outs):

Atwell, Nancie. In the Middle.
Daniels, Harvey, et al. Content Area Writing: Every Teacher's Guide.
Nagin, Carl. Because Writing Matters.
Romano, Tom. Blending Genre, Altering Style.
Weaver, Constance. Teaching Grammar in Context.
Course Requirements:

1. Sacred Writing/Journaling: Journaling will reflect careful reading and synthesis of course materials. Your journal responses will serve as a source for discussion in class as a whole or in small groups. I will provide prompts for these journals but will also encourage writing beyond an answer to the questions I suggest. Please note, I will collect these periodically, at least 2x as noted on the syllabus. These are written only during class.

2. Quizzes: Your quizzes are on the syllabus and provide a way for you to more critically read selected work.

3. Composition Unit, rationale, and Lesson Presentation: More detailed information will be forthcoming. A lesson from your unit will be presented to the class as a teaching demonstration mini-lesson. Your grade will also include your pre-writing, drafting, and revision elements included on the course calendar. Please see prompt and rubric.

4. Argument paper for Composition Unit genre choice: You will write a 6-8 page argument paper supporting the genre you choose for your composition unit. Your paper should argue a position regarding your unit genre and support it with evidence published during the last five years. Be sure to refute the opposition as well as support your views. Your grade will also include a proposal, an outline, and a draft of your paper. Please see prompt and rubric.

5. Group Presentation: This presentation will provide an overview of a particular composition pedagogy and define its pluses and minuses. Please see prompt.

6. Clinical Experience Essay: You will write a 4-6 page essay based on a prompt and rubric I will distribute. Remember, this is a reflection. It may provide ideas about how you might integrate elements on the rubric missing from the class. Please also focus this essay on composition instruction as much as possible.

7. Philosophy/Theory of composition instruction: This 500 word essay will highlight axiology, process, epistemology, and pedagogy as it relates to your own views of composition instruction. Please see prompt and rubric.

8. Professional Portfolio: This will follow the checklist I will distribute on day one.

9. Course Design: This reflection and detailed calendar will outline and discuss an 18-week course in the English language arts. Please see prompt.

10. Reflection: This two-page paper will provide an overview of the knowledge you gained from BWM.

Plagiarism Statement: "Any teacher who discovers an act of plagiarism--the appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work--has the right and the responsibility to impose the guilty student an appropriate penalty, up to and including immediate assignment of "F" for the course."

ADA Compliance Policy: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
**Electronic Writing Portfolio:** You may turn in your argument paper to fulfill your EWP requirement by the last day of class.

**Methods of Evaluation:** Grades will be determined as follows:

- Sacred Writing/Journaling: 10% (100 points)
- Quizzes: 06% (60 points)
- Argument Paper: 15% (150 points)
- Composition Unit, Rationale, and mini-lesson presentation: 20% (200 points)
- Group Presentation: 15% (150 points)
- Clinical Experience Journal: 10% (100 points)
- Philosophy of Teaching Composition: 10% (100 points)
- Professional Portfolio (see checklist): 02% (20 points)
- Course Design: 10% (100 points)
- Reflection on BWM: 02% (20 points)

**Total:** 100% (1000 points)
Spring 2011 English 3401, Methods of Teaching Composition
Tentative Schedule, Subject to Change

January

11 Introduction to the class and to each other. Sign up for Nicenet group. Discussion: What do you Expect from English 3401? KWWL: What do you know about composition instruction? What do you want to know? What are you worried about? We'll fill in the last letter (What did you learn) as we go. Sign a contract regarding your understanding of the course and its requirements. Divide into four discussion and presentation groups. For Thursday, the introduction, chapter 1, and chapter 2 in Because Writing Matters. Groups 1 and 2 will lead discussion on Thursday for the class.

13 Sacred Writing (journaling) in response to the reading. Small group and class discussion, intro and chapters 1 and 2, Because Writing Matters. Group 1 will lead discussion for intro and chapter 1. Group 2 will lead discussion for chapter 2. Read chapter three-six, BW/M for Tuesday.

18 Sacred Writing (journaling) in response to the reading. Small group and class discussion, chapters 3-6, BW/M. Group 3 will lead discussion for chapters 3 and 4. Group 4 will lead discussion for chapters 5 and 6. For Tuesday, reflect on the discussion of BW/M in a two-page paper: What did you learn from these chapters regarding writing instruction? Be prepared to discuss your reflection and brainstorm multiple genres for your composition unit. Read chapters 1-8 in BGAS (they are short).

20 Reflection Due. Discuss reflections. Brainstorm genres. Choose a genre of focus for your composition unit. Introduce argument assignment: you will write an argument paper in support of your genre. Please note that argument requires that you refute those opposed to teaching your genre in the high school classroom, as well. For Thursday, bring in a proposal and 10 articles related to your chosen genre. Note, you may save them to your laptop and bring it to class or insert them in an email to yourself or as links on Nicenet. Read BGAS chapters 11-15.

25 Proposals and articles due. Peer Review and Conference Proposals for Genre Argument Paper. Discuss Argument Paper format and integration of quotations from your sources. For next time, outline your argument—Position, claims in support of your position, refutation of counterarguments, conclusion—and think about where you might insert your evidence (need at least one source for each claim). Read BGAS chapters 20-24.

27 Outlines Due. Discuss outlines. Begin drafting argument papers. Complete a draft of your argument paper for Tuesday.

February

1 Argument Paper Drafts Due. Peer Review and Conference your drafts. Read Inside Out, chapters 3-6 for Thursday.

3 Journaling/Sacred Writing in response to reading. Discuss written responses. Introduce the composition unit assignment—a unit revolving around the genre you chose for your argument paper. Read chapters 7-10, Inside Out and complete your revision of your argument paper for Tuesday.
experience essays (drafts due on March 29 and final drafts due on March 31). Construct program for English Studies Student Conference.

14-18 Spring Break---No Classes!

22 Groups I and II will present their group presentations.

25 Groups III and IV will present their group presentations.

29 Quiz on group presentation information. Introduce Course Design Assignment. Peer review and conference drafts of portfolios with theories of teaching composition and clinical experience essays included. Remember the final draft of your portfolio is due March 31.

31 Final drafts of Portfolios due with argument/rationale/composition unit, clinical experience essay, and theory of teaching composition included. Read CAW chapters 1-3 for Tuesday. Prepare for English Studies Student Conference on Saturday!

April

5 Sacred Writing/Journaling in response to reading. Discuss reading and responses. Discuss conference strengths and weaknesses. Read CAW chapter 4 for Thursday.

7 Sacred Writing/Journaling in response to reading. Discuss reading and responses. Implement writing to learn activities. Read CAW chapters 5-7 for Tuesday.

12 Sacred Writing/Journaling in response to reading. Discuss reading and responses. Implement writing in the content areas activities. Read CAW chapters 8 and 9 for Thursday.

14 Sacred Writing/Journaling in response to reading. Turn in Sacred Writing/Journal. Discuss reading and responses. Implement writing in content area activities. Read CAW chapter 10 and conclusion for Thursday and review NCTE and Illinois Standards, as well as the Common Core Standards for Thursday.

19 Quiz on standards. Discuss writing and evaluating writing in response to the ACT/PSAE writing prompts. Practice assessing writing in groups and individually. Discuss your mini-lesson presentations from your composition units. Complete draft of course design for Thursday.

21 Peer review and conference course designs. Mini-lessons (introductory activities) from your composition units. Revise course designs for Tuesday.

26 Course Designs Due. Mini-lessons (introductory activities) from your composition units.

28 Mini-lessons (introductory activities) from your composition units. Have a great summer!