Spring 1-15-2002

ENG 3401-001: Methods for Teaching Composition in Secondary Schools

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ENG3401: Methods of Teaching Composition in Secondary Schools
Spring 2002

Instructor: Dr. Jerie Weasmer  e-mail: cfjrwl@eiu.edu
Office: 3821  Hours: T & R 9-11
Phone: 6972  M-W-F by Appointment

I. Course Description
This course explores approaches to the teaching and evaluating of written composition in secondary schools. Technology-assisted research and electronic interaction with secondary students serve as site-based clinical hours and fulfill 10 hours of pre-student teaching clinical experiences and 10 hours of laboratory experiences. Each member will develop a professional portfolio.

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

Requirements: You must complete all parts of all assignments to receive credit for the class. Attendance is mandatory. If it is necessary for you to miss, 20 points will be deducted. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description can make up the time. Perfect attendance results in bonus 10 points.

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.

II. Course Objectives
Upon successful completion of this course you will:
  a. Be aware of current theories in writing pedagogy.
  b. Be competent to teaching writing in a computer setting.
  c. Be able to analyze grammatical errors and teach correct usage in a writing/speaking context.
  d. Have developed writing prompts for secondary writers.
  e. Be aware of assessment options for writing/speaking.
  f. Be aware of the connection between oral and written communication.
III. Course Requirements

Response

- **Response journal**—Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) **Cite the passages to which you refer.** On Tuesday of each week e-mail your responses to me or submit on disk or hard copy.

- **Formative evaluation**—Respond to peers' and secondary students' writing. Forward to me one sample essay with your responses from each set you receive and respond to. Save to disk their samples with your response. **Document date, titles, authors, and nature of response.**

Research projects

- **Independent project**—Select an area of particular interest in writing/speaking pedagogy (i.e. prewriting, planning, drafting, responding, revising, writing as process, audience, journaling, collaborative writing, portfolios, evaluation, using writing to develop critical thinking). Find books and articles (200 pages min.) on the topic and respond in your journal **as you read.** Do not read farther than 20 pages without stopping to respond. [See attached recommended list. I have these texts and most are available in the library.] Prepare an essay on writing/speaking pedagogy in MLA or APA form (5-full page min.). Include Works Cited/References page. Prepare an oral presentation of your research (5-10 minutes).

- **Group project** (Eng. Ed. Spring Conference)—Select an area of writing/speaking pedagogy to research (i.e. teaching poetry or play writing, peer responding, revising, literacy, assessing writing, teaching ESL students, journaling, oral interpretation, role playing, persuasion, awareness of audience, listening skills, censorship, creative dramatics, publishing, gender issues).
  a. Each group member read books and articles (200 pages min.) on the topic and respond in the professional journal. Then prepare a professional paper in MLA form on the issue or practice (min. 5 full pages). Include Works Cited/References page.
  b. Meet with your group to discuss connections and contradictions in the reading. Then draft a proposal and organize a presentation for the conference, including a bibliography. Blend information from your research with assigned readings and your experiences with students this semester to make an assertion. Allow 10-15 min. per speaker plus time to field questions.

- **Clinical Experience** (Mentoring) Essay—Reflect on experiences with mentoring peers and secondary students in writing. Review your journal responses. Draw conclusions based upon these experiences and present them in essay form. **Cite sample passages from the students’ writing to ground your assertions** (min. 3 pages).
Professional Portfolio
Table of Contents
Philosophy of composition pedagogy
Resume
Essay on writing pedagogy (independent project)
Conference paper (group project)
Three sample writing prompts (literary essay, expository essay, creative writing)
Samples of student writing with your responses
Essay on the on-line mentoring experience

IV. Evaluation
Course grade will be determined by the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response journal</td>
<td>100</td>
</tr>
<tr>
<td>Response to peers and secondary writing on-line</td>
<td>100</td>
</tr>
<tr>
<td>Independent project/essay on pedagogy</td>
<td>100</td>
</tr>
<tr>
<td>Group project/Eng. Ed. Conference</td>
<td>100</td>
</tr>
<tr>
<td>Final paper on mentoring</td>
<td>100</td>
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<tr>
<td>Portfolio (organization, eye appeal, labeling, thoroughness)</td>
<td>50</td>
</tr>
<tr>
<td>Attitude, preparedness, involvement in class interaction, leadership</td>
<td>50</td>
</tr>
<tr>
<td>Attendance (each absence)</td>
<td>-20</td>
</tr>
<tr>
<td>(perfect attendance)</td>
<td>+10</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
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Schedule of Expectations

1/8  Introductions, examination of syllabus, prewriting (freewriting, brainstorming, clustering, outlining, drawing—utilizing visual literacy to stimulate writing).
    Assignment: 1-143 Kearns (response journal due 1/15) The reading/writing/speaking connection. Select topic for independent research (e-mail me or stop in to discuss)

1/15 Set up hotmail account. Learn how to send/open attachments. Visit the Teacher Chatboard site. Hand in journal.
    Work with class folders/Explore response using track changes and insert functions
E-mail introductions to Jenny’s students

Assignment: 1-147 Weaver (response journal due 1/22)
e-mail paragraph description of project (due 1/24)

1/22 Meet in Career Services (Rm. 12 of Student Services)
Discuss Kearns/Weaver—becoming critical readers/writers; applications for teaching
grammar in a writing context. Examine language acquisition and development.
Discuss independent research project (Due 2/12). Discuss effectiveness of on-line
sources—becoming critical readers. Practice on-line research possibilities using available
on-line journals.
Assignment: 148-260 Weaver (response journal due 1/29)

1/29 Bring to computer classroom information for resume (i.e. Names, addresses, phone
numbers, e-mail addresses of references, dates of employment, addresses of places of
employment).
Work on resume. Examine Word templates. Discuss advantages/disadvantages.
Assignment: Rough draft of independent project due 2/12.
Response to independent reading due 2/12.
Read D. Murray’s “The Listening Eye,” Sourcebook, p. 66.

2/5 Resume due.
Readers theater performance of Lyons’ PQP. What is the effect of purpose on writing?
How can we encourage more investment from writers by analyzing purpose?
What kinds of purposeful writing can students do to effect change in the school or the
community?
Examine censorship issues with writing.
Assignment: Independent project. Journal on independent text.

2/12 Share rough drafts in small groups. Final draft due 2/19
Discuss interdisciplinary teaching projects. Look at Carmel, Indiana’s interdisciplinary
program.
Refer to Stephen Tchdui and Susan Lafer’s Interdisciplinary English and the Contributions
to an Interdisciplinary Curriculum and Amy Woods and Jerie Weasmer’s “Integrated
Learning: Greater Than the Sum of Its Parts.”
Sign up for presentation times

2/19 Oral presentations of independent projects/distribute bibliography. May use power point
or the LCD panel. Deposit final draft in file folder on the desktop. Hand in hard copy of
final draft.
Assignment: 1-147 Atwell (response journal due 2/26)
Respond to 3 final drafts (minimum) by 2/26
E-mail as attachments to writers and CC: to me

2/26 Oral presentations continued. Responses to drafts due.
Discuss issues arising from Wisconsin on-line exchange. Solutions? Discuss difference between responding with a computer vs. with pen in hand. Impact of computer-assisted learning? How does communication with students via the internet differ from in a classroom? What can be done to enhance rapport? How can words be miscommunicated? Discuss group project/presentation. Consider that the audience will be English Teacher Certification candidates, Middle School Certification candidates, English majors without certification, Special Education majors, and English professors. Tailor your presentation to inform this varied audience.

Assignment: 148-298 Atwell (response journal due 3/5)
Sign up for group conference
Select text(s) to read for group project.
Read/respond to project text(s). Paper due 4/2 (Journal due 4/9).

3/5 Prepare writing prompt(s) on disks to drop in electronic folder on desktop. Share. Respond. Revise
Discuss Midterm requirements: Portfolio/journals/listserve
Response to peer and student writing. Writing prompt.
Assignment: 299-end Atwell (response journal due 3/19)

MIDTERM 3/7
Portfolios due including first essay, sample response(s) to student(s) or peer(s), autobiography used for admission to teacher ed., resume, writing prompts.

3/11-3/15 SPRING BREAK

3/19 Response to Atwell due. Discuss Atwell/student response experience. Examine how art and music are integrated.
Respond to Paris essays on-line. Discuss advantages/disadvantages of on-line communication.

3/26 Explore publication sites for m.s. and h.s. writers. Talk about use of students’ portfolios as texts for writing workshops. Importance of handbooks in classroom for usage references. Discuss how film can be used to spark writing.
Assignment: Sourcebook. One article from “Assigning” and one from “Responding and Assessing.” (Journal due 4/2)

4/2 Paper for group project due. PQP.
Work on group project/presentation.
Discuss articles in groups. Discuss what strategies can help ESL students. Discuss advantages of a workshop setting for special education students in an inclusive classroom.
Respond to Wisconsin essays.
Assignment: Sourcebook. Two articles from “Teachers,” “Locations,” and “Composing and Revising.” (Journal due 4/9)

4/6 English/English Education Conference
4/9  Final drafts of projects due
Discuss philosophy of English Ed.—Brainstorm in Small Groups—Examine social
constructionist, cognitivist, and expressivist theories that ground philosophy
 Assignment: Philosophy due 4/16 (Approx. 1 page)

4/16  Respond to philosophies
Discuss Sourcebook readings.
 Assignment: Clinical experiences essay due 4/23
Hard copy portfolio due 4/25

Discuss ways computers enhance/inhibit instruction. Discuss advantages for students.
Farewell to Wisconsin students.
Recommended Reading List

Composition Pedagogy


Motivating Writing in Middle School. NCTE, 1995.


Cultural Issues


**Gender Issues**


**General Education Issues**


Language Arts Pedagogy


**Literacy Issues**


**Literature**


**Reading**


**Whole Language**
