ENG3401: Methods of Teaching Composition in Secondary Schools
Spring 1999

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Hours: T & R 9-11
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.


Requirements: You must complete all parts of all assignments to receive credit for the class.

Attendance: Attendance is mandatory. Each class is worth a full week of class time. If it is necessary for you to miss, the time can be made up by attending a pre-approved workshop or lecture appropriate to the course description.

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 (581-6583).

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.
e. Be able to analyze grammatical errors and teach correct usage in a writing context.
f. Have developed writing prompts for secondary writers.

III. Course Requirements
A. Response

1. **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.

2. **Listproc**—Respond to the readings and to others' responses on the listproc a minimum of two times weekly. **Validate your arguments with evidence from your reading.**

3. **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. **Document date, titles, authors, and nature of response.**

B. Research projects

1. **Independent project**—Select an area of particular interest in writing pedagogy (i.e. prewriting, planning, drafting, responding, revising, writing as process, audience, collaborative writing, portfolios). Read one book or a minimum of ten articles (150 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 pedagogy in MLA form (3-page min.). Also construct a one-page single-spaced synopsis of the text(s) plus Works Cited to distribute to your classmates. Present the material orally (5-10 minutes).

2. **Group project** (Eng. Education Spring Conference)—Select an area of writing pedagogy to research (i.e. teaching poetry or play writing, peer responding, revising, literacy, assessing writing, teaching ESL students, journaling, gender issues).

   a. Each group member read one (a different) book or a minimum of ten articles (150 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. 3 full pages).
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 the experiences you have had with students this semester to make an assertion. Allow 10-15 min. per speaker plus time to field questions.

3. Clinical Experience (Mentoring)--Reflect on your experiences with mentoring peers and students with 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).

C. Professional Portfolio

1. Essay on writing pedagogy (independent project)
2. Conference paper (group project)
3. Samples of student writing with your responses
4. Essay on the mentoring experience

IV. Evaluation

A. Course grade will be determined by the following:

Response journal 100 points
Listproc 100 points
Response to peers and secondary writing 100 points
Independent project/essay on pedagogy 50 points
Group project 100 points
Final paper on mentoring 50 points
Portfolios (organization, eye appeal, clarity, thoroughness) 50 points

Attitude, preparedness, involvement in class 50 points
Interaction, leadership

Attendance (each absence) -15 points

Total 500 points
Schedule of Expectations

1/14 Introductions, examination of syllabus, prewriting (freewriting, brainstorming, clustering, outlining, drawing)
Subscribe to listproc/Develop resume
Assignment: Set up e-mail account/listproc
1-143 Kearns (response journal due Tuesday)
Select topic for independent research
(e-mail me or stop in to discuss)

1/21 No class meeting
Assignment: 1-147 Weaver (response journal due T)
e-mail paragraph description of project (due R)

1/28 Discuss Kearns and Weaver and implications of Write On, Ill
E-mail Paris and Tuscola students
Discuss independent research project (Due 2/18)
Assignment: 148-260 Weaver (response journal due T)

2/4 Discuss Weaver text
Respond to essays from Paris students/listproc
Assignment: Rough draft of independent project due 2/11
Response to independent reading due T

2/11 Respond to peer essays in groups/Paris student essays
Assignment: Presentation of independent projects
Submit 4 hard copy rough drafts
Hand in 3 essays with your response before Tuesday
Pick up responses to your draft on Tuesday
Final draft due 2/18

2/18 Oral presentations of independent projects/bibliography
Enter final drafts in class folder/Hand in one hard copy
Assignment: 1-99 Rief (response journal due T)
Respond to 3 final drafts (minimum) by Tuesday

2/25 Discuss issues arising from Paris exchange/Discuss Rief
Discuss Midterm requirements: Portfolio/journals/listproc
Response to peer and student writing/listproc
Assignment: 101-178 Rief (response journal due T)

3/4 MIDTERM
Portfolios due including first essay, response to student or
peer, autobiography used for admission to teacher ed
Self analysis/Course analysis due
Assignment: 179-287 Rief (response journal due T)

3/11 Work on listproc and response to reading or Paris writers
Discuss group project/presentation
Discuss Rief/student response experience
Assignment: Select text(s) to read for group project.
Read/respond to project text(s). (journal T)
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<th>Date</th>
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<td>Spring Break</td>
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| 3/25  | Student exchange/group project/listproc  
Discuss philosophy of English Ed--Begin drafting  
**Assignment:** Group project due 4/8. First draft of paper due 3/25. Bring 4 hard copies to class. |
| 4/1   | Student exchange/group project/listproc  
| 4/8   | Final drafts of projects due. Group presentations begin.  
**Assignment:** Group presentations. |
| 4/29  | Hard copy portfolio due. Personal analysis due.  
Anonymous course analysis due.  
Closure with Paris and Tuscola students. |