



Professional Education Unit
Department of English

Teaching Writing in Secondary Schools (face to face)
ENG 382-001
Spring 2012

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Office hours: Wed. 10:00-3:00 and by appointment

Course Description: *Prerequisites: admission to TEP and completion of EDF 207.* A study of composition theory, research, and practice in a context of a student's own writing. Through workshops and classroom demonstrations, students learn to apply sound writing-based instructional techniques in their secondary classrooms. The course focuses on issues related to how older adolescents develop their writing abilities and the classroom practices which facilitate that development.

Required Field Experience Hours: 10

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Identify and apply best practices in writing instruction.
2. Understand theoretical perspectives that inform contemporary approaches to the teaching of writing.
3. Design and teach writing lessons that are sequenced and scaffolded.
4. Analyze and produce various written genres.
5. Provide useful feedback to students on improving their writing.
6. Appreciate and build upon the varied writing practices that your students bring to class.
7. Employ writing in your classroom as a tool for intellectual inquiry into multiple perspectives and as a tool for social change.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	English/Language Arts 8-12			ENG 382	
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	National Council of Teachers of English (NCTE)	NCATE
Mini TPA (20%) CFO: 1-5 SLO: 1-7	1, 2, 3	Writing 2, 4-10 Language 1-3, 6	Diversity, assessment, literacy, achievement gap	1-4	1-4

Annotated Bibliography of Research on Writing Instruction (15%) CFO: 1 SLO: 1, 2	1, 2, 7	Reading Informational Text 1, 2, 3, 10 Writing 2, 4, 6, 7, 8, 9 Language 1-3, 6	Diversity, Assessment, Literacy, Achievement Gap	1-4	1-4
Teaching Video Demonstration & Discussion (9%) CFO: 1-5 SLO: 1-7	1-4, 7-10	Writing 2, 4-10 Speaking & Listening 1, 2, 5, 6 Language 1, 2, 6	Diversity, Assessment, Literacy, Achievement Gap	1-4	1-4
Discussion Facilitation (10%) CFO: 1, 3 SLO: 1, 2, 7	1, 2, 3, 4, 5, 6, 7, 8	Writing 2, 4, 6, 9 Speaking & Listening 1, 2, 5, 6 Language 1, 2, 6	Diversity, Assessment, Literacy, Achievement Gap	1-4	1-4
Philosophy of Teaching Writing (8%) CFO: 1-5 SLO: 1, 2, 4	7, 9, 10	Writing 3, 5, 6, 9, 10 Language 1-3, 6 Reading Information Text 1-8	Diversity, assessment, literacy, achievement gap	1-4	1-4
Reading/Writing Guides (10%) CFO: 1, 3, 4, 5 SLO: 1-7	1, 3, 4	Reading Information Text 1-8 Writing 1, 2, 4, 8, 9, 10 Language 1, 2, 6	Assessment, literacy, achievement gap	1-4	1-4
Reading Quizzes (10%) CFO: 1, 2, 4 SLO: 2	1-10	Reading Information Text 1-8 Writing 1, 2, 4, 8, 10 Language 1, 2, 6	Assessment, literacy, achievement gap	1-4	1-4
Writing Autobiography (8%) CFO: 1-5 SLO: 1, 2, 4	7, 9, 10	Writing 3-6, 9, 10	Diversity, assessment, literacy, achievement gap	1-4	1-4
Feedback on Student Writing (5%) CFO: 1-5 SLO: 1, 5	1-10	Writing 5, 9 Speaking and Listening 1, 3, 4, 6	Diversity, assessment, literacy, achievement gap	1-4	1-4

Sample Writing Assignment (5%) CFO: 1-5 SLO: 1, 3	1, 2, 3	Reading Information Text 1-8 Writing 2, 4-10 Language 1-3, 6	Diversity, assessment, literacy, achievement gap	1-4	1-4
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Assignment Descriptions:

Program: English/Language Arts 8-12 Teaching Writing in Secondary Schools	
Assessment (point value)	Description
Mini TPA (20%)	You will create a Mini TPA for a writing lesson that you will enact at the Teen Writers Conference on Thursday, March 15th. For this assignment you will complete Sections 2 (Learning Objectives), 3 (Assessment Plan), 4 (Design for Instruction), 5 (Instructional Decision Making), 6 (Analysis of Student Learning), and 7 (Self-Evaluation and Reflection) of the Teacher Performance Assessment.
Annotated Bibliography of Research on Writing Instruction (15%)	You will create an annotated bibliography of <u>recent</u> research related to a significant problem in the teaching of writing in secondary schools. In an introductory paragraph to your annotated bibliography, you will explain your conceptual focus: (a) What is the significant problem you've read about, (b) Why is this problem significant? (c) What implications for practice does the research literature provide to address this significant problem? Each annotation will consist of one APA- or MLA-style citation, a brief (one paragraph) synopsis of the text, and a rationale for the text's selection as it relates to your significant problem. You must include two sentences in each annotation that have the following structure: "The author(s) of this article argue that _____." "The central finding from this research article was _____." You will limit your investigation of the problem to 10 peer-reviewed articles written within the last ten years and not included in the list of course readings. A model annotated bibliography will be distributed and discussed in class.
Teaching Video Demonstration & Discussion (9%)	You will videotape the mini-lesson that you teach at the Teen Writers Conference in March. You will screen the video and construct a series of questions in which you seek the advice of your peers on the teaching and learning that is demonstrated in your video. You should provide your audience with one question to guide the screening of the video. You should then prepare additional questions, the answers to which might help you to prepare the Reflection section of your Mini TPA.

Discussion Facilitation (10%)	With a partner, you will design and lead a discussion based on one of the “Developing Writers” workshops selected for screening throughout the semester. A week before your discussion, you and your partner will distribute to your peers a writing assignment that should guide the learning of the material in the film. On the day of your discussion, you and your partner will facilitate the flow of talk by posing a series of interpretive questions for exploring the video for 20 minutes. You will limit your list to 10 questions, including one “essential question,” which all other questions will ultimately inform. Please provide a copy of these questions for the instructor prior to the discussion.
Philosophy of Teaching Writing (8%)	Drawing upon the concepts of writing for authentic audiences and varying writing for different audiences and purposes, you will compose three different representations of your philosophy of teaching writing: one for your students, one for their parents, and one for your English department and principal. The representations of your philosophy do not need to be in print form; after analyzing your audience’s needs and expectations, you may choose to create a video or website, write a letter, or script a phone conversation.
Reading/Writing Guides (10%)	You will complete 14 reading guides throughout the course of the semester to facilitate your comprehension of the course texts.
Reading Quizzes (10%)	You will complete 14 quizzes throughout the semester that require you to identify and apply some of the central ideas introduced in the course texts each week.
Writing Autobiography (8%)	This assignment asks you to write a narrative based on your experiences as a writer and then revise for different purposes.
Feedback on Student Writing (5%)	This assignment asks you to provide useful and appropriate written feedback on a sample essay written by an English/language arts student.
Sample Writing Assignment (5%)	You will draw on research and best practices in writing instruction to design and to revise the design of an extended writing assignment.

Course Format and Pedagogy:

Our class sessions will be guided by six pedagogical (teaching) “tools”:

Modeling: Throughout the course, I will model current “best practices” in teaching literature in secondary schools. This will usually require that you position yourself as students of language and literature and engage in an active and interactive learning task.

Step Backs: Often after I have modeled an aspect of teaching literature, we will reflect on that experience. You will be asked to “step back” and think about and reflect on the experience as a student, a prospective teacher, and a curriculum designer. The goal is to make my pedagogical logic, choices, and “moves” visible and to consider those choices through multiple perspectives.

Shared Inquiry: All of our discussions will be based on the view that learning is a social process and that sharing multiple perspectives leads to better learning. As a whole class and in small groups, we will often discuss the readings and class activities through open-ended questions that have no “right” answer.

Quickwrites: Some days, class will begin with a quickwrite that asks you to spend 5-10 minutes writing on a question connected to the day’s topic. Sometimes the quickwrites will be collected so that I can informally assess what you are learning and how to make my teaching more effective; other times, the quickwrites will serve as starting points for our discussions.

Readers’/Writers’ Notebooks: You will be required to bring a readers’/writers’ notebook to class each day. The readers’/writers’ notebook should be a three-ring binder with lined paper in it. It will be used for quickwrites, responses to readings, and a place to store all handouts, notes, and print copies of course readings.

Formative Assessment: I will use a variety of ways to informally assess your learning and my teaching. Often this will be done through quickwrites, but I will also use class/blackboard discussions, anonymous feedback, and short activities to assess your learning informally, that is, without evaluating you (giving you a grade).

Grading Scale:

90-100: A
80-89.9: B
70-79.9: C
60-69.9: D
59.9 and below: E

Required Textbooks (to be purchased):

Benjamin, A. (2007). *Engaging grammar: Practical advice for real classrooms*. Urbana, IL: National Council of Teachers of English.

Cisneros, S. (1991). *The house on Mango Street*. New York, NY: Random House.

Dean, D. (2010). *What works in writing instruction*. Urbana, IL: National Council of Teachers of English.

Lee, H. (1960). *To kill a mockingbird*. New York, NY: Grand Central Publishing.

Soven, M. I. (1999). *Teaching writing in middle and secondary schools: Theory, research, and practice*. Boston, MA: Allyn and Bacon.

Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. (2010). *The dynamics of writing instruction: A structured process approach for middle and high school*. Portsmouth, NH: Heinemann.

On reserve in Camden-Carroll Library and available online:

Maryland Public Television (2004). *Developing writers: A workshop for high school teachers*. Washington, DC: The Annenberg Foundation.

Additional Readings: Available on Blackboard or distributed in class (to be provided):

Applebee, A. N., & Langer, J. A. (2009). What is happening in the teaching of writing? *English Journal*, 98(5), 18-28.

Bartholomae, D. (1980). The study of error. *College Composition and Communication*, 31(3), 253-269.

Bomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school*. Portsmouth, NH: Heinemann.

Bomer, R. (2011). *Building adolescent literacy in today's English classroom*. Portsmouth, NH: Heinemann.

Christenbury, L. (2006). A consideration of the ethics of teaching English. *English Journal*, 97(6), 32-37.

Dean, D. M. (2000). Muddying boundaries: Mixing genres with five paragraphs. *English Journal*, 90(1), 53-56.

Dickson, R. (2004). Developing "real world intelligence": Teaching argumentative writing through debate. *English Journal*, 94(1), 34-40.

Elbow, P. (1993). Options for responding to student writing. In R. Straub (Ed.), *Sourcebook for responding to student writing* (pp. 197-202). Cresskill, NJ: Hampton Press.

Gere, A. R., Christenbury, L., & Sissi, K. (2010). *Writing on demand: Best practices and strategies for success*. Portsmouth, NH: Heinemann.

Jenkins, H. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. Chicago, IL: The MacArthur Foundation.

Johannessen, L. R., Kahn, E. A., Calhoun Walter, C. (2009). *Writing about literature*. 2nd edition. Revised and updated. Urbana, IL: National Council of Teachers of English.

Lindblom, K., & Dunn, P. A. (2006). Analyzing grammar rants: An alternative to traditional grammar instruction. *English Journal*, 95(5), 71-77.

Miller, S. J., & Norris, L. (2007) *Unpacking the loaded teacher matrix: Negotiating space and time between university and secondary English classrooms*. New York, NY: Peter Lang.

Sommers, N. (1982). Responding to student writing. *College Composition and Communication*, 33(2), 148-156.

Straub, R. (1996). The concept of control in teacher response: Defining the varieties of "directive" and "facilitative" commentary. *College Composition and Communication*, 47(2), 223-251.

Strickland, K., & Strickland, J. (2002). *Engaged in learning: Teaching English 6-12*. Portsmouth, NH: Heinemann.

Wesley, K. (2000). The ill effects of the five paragraph theme. *English Journal*, 90(1), 57-60.

Wilson, M. (2007). Why I won't be using rubrics to respond to students' writing. *English Journal*, 96(4), 62-66.

Zemelman, S., & Daniels, H. (1993). Defining the process paradigm. In L. M. Cleary & M. D. Linn (Eds.), *Linguistics for teachers* (pp. 339-356). New York, NY: McGraw-Hill.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe
<<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Other Required Resources:

A Reader's/Writer's Notebook that is brought to each class session.

An MSU email account: Check this regularly or have your MSU emails forwarded to your preferred account. I will use this email address for all class communication purposes.

Recommended Resources:

An NCTE student membership (\$20) and free subscription to the weekly NCTE email *Inbox: News, Views, and Ideas You Can Use!* (subscribe at: www.ncte.org/member).

Subscribe to one of three professional journals in English education: *English Journal* (\$12.50 annual subscription), *Language Arts* (\$12.50 annual subscription), or *Voices from the Middle* (\$10.00 annual subscription).

Other Resources:

Kentucky Education Association (KEA): www.kea.org

Kentucky Department of Education: <http://www.education.ky.gov/KDE/>

National Council of Teachers of English: <http://www.ncte.org>

Writing Reminders and *The English Teacher's Companion*, Jim Burke, (and related website: <http://www.englishcompanion.com>)

Kentucky Core Academic Standards (KCAS) for English/Language Arts:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/Kentucky+Core+Academic+Standards.html>

Kentucky Performance Standards:

<http://www.kyepsb.net/teacherprep/standards.asp>

Kentucky Department of Education's Unbridled Learning Resources:

<http://www.education.ky.gov/kde/administrative+resources/commissioner+of+education/unbridled+learning/>

National Council of Teachers of English (NCTE) and International Reading Association (IRA) Standards:

<http://www.ncte.org/standards>

Education Professional Standards Board (EPSB) Standards:

<http://www.kyepsb.net/teacherprep/cart/themes6.asp>

Course Evaluation:

Mini TPA (20%)

Annotated Bibliography (15%)

Teaching Video Demonstration & Discussion (9%)

Discussion Facilitation (10%)

Philosophy of Teaching Writing (8%)

Reading/Writing Guides (10%)

Reading Quizzes (10%)

Writing Autobiography (8%)

Feedback on Student Writing (5%)

Sample Writing Assignment (5%)

Attendance Policy

1) You are permitted **ONE EXCUSED ABSENCE** in this course. An excused absence means that you have communicated with your instructor that you will miss or have missed a class and have the necessary documentation to allow me to make a decision on whether the absence is excused or unexcused. It is **NOT** up to you to decide whether your absence is excused and simply telling me that you will miss a class does not excuse you from the class. You must receive verbal or written confirmation from me that your absence has been excused. The one excused absence will not have an impact on your final course grade. You are, however, responsible for finding out what you missed from other students in the class and lack of knowledge about course content because of an absence is not excusable or reasonable for a student in this course. If you do not receive confirmation from me that your absence is excused, you may assume that your absence is unexcused and will have an impact on your course grade (see #2).

2) Beyond the one excused absence, additional absences will result in the lowering of your final course grade by one letter grade for every unexcused absence. The expectation is that you will do exemplary work in all your courses. A GPA of 4.00 should not be an unreasonable expectation for you. In the future, you will be seeking strong letters of recommendation for positions and mediocre work in this course does not permit me to recommend you highly with no reservation.

3) During the course of the semester, it is also possible that absence from class is required beyond the reasonable one-absence policy. In these cases, the absence must be excused by me, must be documented, and will be given for only extenuating circumstances such as death in the family or serious illness that requires medication and/or hospitalization (headaches, a slight cold, or fatigue do not count as serious illnesses). Excused absences will not be given for cars breaking down, traffic congestion, doctor or dentist appointments, a planned vacation, or delays at your school observation site. We all learn, teach and/or work in schools, have family responsibilities, and deal with transportation issues. These matters must be planned for in advance so they do not interfere with your responsibilities as a student in this class. An excused absence beyond the first two excused absences will not result in a lower grade if all work due or assigned for the class is completed.

4) Coming to class late (i.e., after roll has been called) three times is equivalent to one unexcused absence in the above outlined policy.

Late Work

All assignments are due at the beginning of class on the date listed on the course schedule (see below). Late work will be assessed a penalty of one letter grade per late day.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Other Information and Guidelines

Please actively read all of the course assignments. This includes annotating your readings, making notes about the main ideas and questions you have about the readings, connecting the reading your own experiences, and coming to class prepared to discuss ideas in the reading.

All of the writing assignments for this course must be word processed in 12 point font with one inch margins. This should produce between 250 and 300 words per page. Proficiency with the conventions of Academic Written English must be demonstrated as part of the professional competence of all prospective teachers of English.

If you are not doing satisfactory work, I will let you know in writing as soon as it becomes evident to me.

All cell phones must be placed in the “off” position during class meetings. Please do not check your phone for messages, text, or use your cell phone to capture images during class meetings. If you use your cell phone during class, I will mark you as “absent,” and I will lower your final course grade by one letter grade for every instance in which you use your cell phone during class meetings.

Most assignments will be returned to you within a week and include written feedback and a grade.

Please discuss assignments, topics, excused absences from class, and your grade with me in person during my scheduled office hours, by appointment, or before/after class. If that is not possible, you can email me and expect that I will respond to your email within 24 hours Monday through Friday. Over the weekend, however, I usually do not check email.

Course Calendar:

ENG 382 001 Spring 2012 Tentative Daily Schedule

Week	Date	Topic	Readings	Assignments Due
1	17 January	Introduction to the Course Common Core and Professional Standards Writing to Think	NCTE Beliefs About the Teaching of Writing* IRA/NCTE and Common Core Standards* Bomer (2011), pp. 185-198*	--
2	24 January	Research and Best Practices in Writing Instruction	<i>What Works in Writing Instruction</i> , ch. 1-12 (Jigsaw) Video: "First Steps"	R/W Guide 1 Reading Quiz 1 Workshop Questions
3	31 February	Approaches to Teaching Writing Personal Writing	<i>The Dynamics of Writing Instruction</i> , pp. 3-18 Roorbach (1998), pp. 1-34* Video: "A Shared Path"	R/W Guide 2 Reading Quiz 2 Workshop Questions Writing Autobiography 1
4	7 February	Responding to Student Writing Writing Conferences with Students	Straub (1996), pp. 223-251* Elbow (1996), pp. 1-3* Sommers (1982), pp. 148-156* Bartholomae (1980), pp. 253-269* Video: "Providing Feedback on Student Writing"	R/W Guide 3 Reading Quiz 3 Workshop Questions

5	14 February	Process Audience	<i>Teaching Writing in Middle and Secondary Schools</i> , chapter 3, pp. 25-58 Bomer (2011), pp. 199-221* Video: "Different Audiences"	R/W Guide 4 Reading Quiz 4 Workshop Questions Feedback on Student Writing
6	21 February	Writing Workshop	Strickland & Strickland (2002), pp. 79-115* Roorbach (1998), pp. 35-70*	R/W Guide 5 Reading Quiz 5 Writing Autobiography 2
7	28 February	Responding to Literature	<i>Teaching Writing in Middle and Secondary Schools</i> , chapter 7, pp. 157-178 <i>To Kill A Mockingbird</i>	R/W Guide 6 Reading Quiz 6
8	6 March	Designing Writing Assignments	Designing Writing Assignments (handout)* <i>Teaching Writing in Middle and Secondary Schools</i> , chapter 6, pp. 135-156 <i>The House on Mango Street</i>	R/W Guide 7 Reading Quiz 7 Sample Writing Assignment 1
9	13 March	Structure and the Five Paragraph Debate Writing on Demand	Wesley (2000), pp. 57-60* Dean (2000), pp. 53-56* Gere, Christenbury, & Sassi (2005), pp. 31-61*	R/W Guide 8 Reading Quiz 8 Sample Writing Assignment 2
9	15 March	Teen Writers Conference		
10	20 March	Spring Break		No Class Meeting

11	27 March	Argumentation	Dickson (2004), pp. 34-40* Hillocks, (2011), pp. xv-xxvi* <i>The Dynamics of Writing Instruction</i> , pp. 79-108 Video: "Different Purposes"	R/W Guide 9 Reading Quiz 9 Workshop Questions Video Teaching Demonstration and Discussion
12	3 April	Teaching About Sentences Teaching Research Writing	<i>Teaching Writing in Middle and Secondary Schools</i> , chapter 4, pp. 65-94 <i>The Dynamics of Writing Instruction</i> , pp. 79-108	R/W Guide 10 Reading Quiz 10 Mini TPA
13	10 April	Technology and Writing	Jenkins, (2006), pp. 3-6; 12-21* Bomer (2011), pp. 242-264* Video: "Writing in the 21 st Century"	R/W Guide 11 Reading Quiz 11 Workshop Questions
14	17 April	Language and Conventions	<i>Engaging Grammar</i> , pp. 3-27; 61-72; 79-85 Lindblom & Dunn (2006), pp. 71-77* Video: "Usage and Mechanics"	R/W Guide 12 Reading Quiz 12 Workshop Questions
15	24 April	Assessment	Gere, Christenbury, & Sassi (2005), pp. 186-218* Wilson (2007), pp. 62-66*	R/W Guide 13 Reading Quiz 13
16	1 May	Current Issues Ethical and Legal Issues	Applebee & Langer (2009), pp. 18-28* Christenbury (2008), pp. 32-37* Miller & Norris (2007), pp. 33-85*	R/W Guide 14 Reading Guide 14 Philosophy of Teaching Writing
17	8 May			Annotated Bibliography

