



Professional Education Unit
Department of English

Teaching Writing in Secondary Schools (face to face)
ENG 382-001
Spring 2011

Instructor: Dr. James Chisholm
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Office hours: Wed. 3:00-5:00, Thurs. 2:00-4:00, 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 student 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		ENG 392
Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	NCATE/National Council of Teachers of English (NCTE)
Mini TPA (20%) CFO: 1-5 SLO: 1-7	1, 2, 3	Writing 5, 6	Diversity, assessment, literacy, achievement gap	1-4

Philosophy of Teaching Writing (10%) CFO: 1-5 SLO: 1, 2, 4	7, 9, 10	Writing 3, 5, 6, 9, 10	Diversity, assessment, literacy, achievement gap	1-4
Reading/Writing Guides (10%) CFO: 1, 3, 4, 5 SLO:	1, 3, 4	Writing 1, 2, 4, 8, 9, 10	Assessment, literacy, achievement gap	1-4
Reading Quizzes (10%) CFO: 1, 2, 4 SLO: 2	1-10	Writing 1, 2, 4, 8, 10	Assessment, literacy, achievement gap	1-4
Case Study of a Student Writer (20%) CFO: 1-5 SLO: 4, 6, 7	1-10	Writing 1, 7, 8, 10	Diversity, assessment, literacy, achievement gap	1-4
Writing Autobiography (10%) CFO: 1-5 SLO: 1, 2, 4	7, 9, 10	Writing 3, 5, 6, 9, 10	Diversity, assessment, literacy, achievement gap	1-4
Feedback on Student Writing (5%) CFO: 1-5 SLO: 1, 5	1-10	Writing 5, 9	Diversity, assessment, literacy, achievement gap	1-4
Students' Writing Resources (5%) CFO: 1-5 SLO: 1-7	1-10	Writing 2, 4, 8	Diversity, assessment, literacy, achievement gap	1-4
Final Exam (10%) CFO: 1-5 SLO: 1-7	1-10	Writing 9	Assessment, literacy, achievement gap, technology	1-4

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 one writing lesson. You will follow the format and instructions for this assignment that are included in the Teacher Education Program handbook.

Philosophy of Teaching Writing (10%)	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. Due dates: Week 15 (draft), Week 16 (all 3 representations).
Reading/Writing Guides (10%)	You will complete 7 reading guides throughout the course of the semester to facilitate your comprehension of the course texts.
Reading Quizzes (10%)	You will complete 13 quizzes throughout the semester that require you to identify and apply some of the central ideas introduced in the course texts each week.
Case Study of a Student Writer (20%)	This assignment asks you to conduct a case study of a struggling writer in one of your classes whom you perceive as different from you in an important way. You will learn about the student's writing practices and views on writing through academic writing samples and through conducting an interview; you will assess the social, cultural, and institutional supports and obstacles to the student's academic writing; and you will propose strategies for meeting the student's needs. Due dates: Week 10 (data), Week 12 (final case study).
Writing Autobiography (10%)	This assignment asks you to write a narrative based on your experiences as a writer and then revise for different purposes. Due dates: Week 4, Week 5, Week 6.
Feedback on Student Writing (5%)	This assignment asks you to provide useful and appropriate written feedback on a sample essay written by a high school student. Due date: Week 9.
Students' Writing Resources (5%)	For this project, you will design a questionnaire to assess secondary students about their out-of-school composing and their views about writing. The goal of this assignment is to assess the writing resources that students bring to school and anticipate their writing needs. You will be asked to get at least 10 students to respond to the questionnaire and to compile the results. In groups, we will analyze our aggregated questionnaires. Due date: Week 3.
Final Exam (10%)	You will complete a comprehensive final exam that will assess your ability to identify, recall, and use central concepts in the theory, research, and teaching of writing in U.S. secondary schools. Due date: Week 17

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.

Johannessen, L. R., Kahn, E. A., & Walter, C. C. (2009). *Writing about literature* (2nd ed., revised and updated). 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.

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.

Optional Textbooks (may be purchased):

Kent, R. (1997). *Room 109: The promise of a portfolio classroom*. Portsmouth, NH: Heinemann.
Roorbach, B. (1998). *Writing life stories: How to make memories into memoirs, ideas into essays, and life into literature*. Cincinnati, OH: Story Press.

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.
- 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.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Jenkins, H. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. Chicago, IL: The MacArthur Foundation.
- Lindblom, K., & Dunn, P. A. (2006). Analyzing grammar rants: An alternative to traditional grammar instruction. *English Journal*, 95(5), 71-77.
- Lyman, H. (2006). I-search in the age of information. *English Journal*, 95(4), 62-67.
- 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.
- Murray, D. (2004). *A writer teaches writing* (Revised 2nd ed.). Boston, MA: Heinle.
- Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, NJ: Pearson.
- 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.

- 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.

Required Resources:

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of “E”. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)

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

KY 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>)

KDE Core Content for Assessment:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/>

KDE Program of Studies:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/>

KDE Attributes of a Standards Based Unit of Study:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/Attributes+of+a+Standards+Based+Unit+of+Study.htm>

KDE Connecting Curriculum, Instruction, and Assessment:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/>

Course Evaluation:

Mini TPA (20%)

Philosophy of Teaching Writing (20%)

Reading/Writing Guides (10%)

Reading Quizzes (10%)

Case Study of a Student Writer (20%)

Writing Autobiography (10%)

Feedback on Student Writing (5%)

Students' Writing Resources (5%)

Final Exam (10%)

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 3 (three) course points 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.

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.