

ENGLISH 309: APPROACHES TO TEACHING COMPOSITION – Spring 2015
Section 01, TR 1:00 pm – 2:15 pm, Woodburn G16

English 309 is required for English Education Students.

INSTRUCTOR: Dr. Nathalie Singh-Corcoran
OFFICE: G 02 Colson Hall
HOURS: M 2:00 pm – 4:00 pm; other times by appt.
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TEXTS

Course readings on E-Campus and available through JSTOR

COURSE OVERVIEW AND OBJECTIVES

English 309, Approaches to Teaching Composition introduces future middle and secondary school English teachers to literacy pedagogy in and beyond the language arts classroom. You are invited to further develop your knowledge about writing and teaching and are encouraged to become teacher-scholars (educators who envision themselves as researchers, writers, and reflective practitioners). The classroom will be a collaborative reading and writing community where we all read, write, and make knowledge together. The philosophy informing this community is that reading, writing, and learning are social acts that gain meaning through conversation with others.

Your efforts will culminate in a portfolio project. Portfolios will largely be comprised of both formal and informal assignments that represent your engagement with and learning in the course.

COURSE GOALS

Through the reading and writing assignments, and classroom discussions and activities, you will:

- study theories of composition pedagogy in a variety of contexts;
- design writing assignments and sequences for middle or high school language arts classrooms;
- reflect on reading, writing, learning, and assessment practices;
- engage in teacher research;
- participate in collaborative learning, and design ways to incorporate collaborative learning in language arts classrooms;
- write in a range of genres for a variety of purposes, including formal and informal writing assignments;
- account for student diversity when discussing and planning teaching approaches;
- consider media and technology and their impacts on the classroom.

COURSE ASSESSMENT

Your success in this class will depend upon the following:

- your ability to meet the general requirements as outlined in the syllabus;
- the quality of your written and oral work (please keep in mind that English 309 is both a methods course and a writing course requiring 20+ polished pages of writing);
- Your willingness to try on new ideas and perspectives, to revise, rethink, and take risks;
- your ability to approach all of the above as a pre-service teacher.

INVITATIONS TO CRITIQUE, WRITE, AND CREATE

You will be asked to complete several projects this semester that will culminate in a portfolio to be handed in at the end of the semester.

The minor and major projects (in order of semester sequence) include

INFORMAL WRITING

We will begin each class period with an Invitation to Write, an in-class writing prompt that I will put on the board. Please keep all Invitations to Write in one place (eg: a journal, notebook, Word file) because **you will need to include at least six responses in your portfolio**. In your response, my expectation is that you'll use some combination of your experiences as a student, as an observer, as a pre-teacher, as well as your interpretations of the readings.

LITERACY NARRATIVE

You will be writing an essay based on experiences with writing and what motivated you to choose teaching as a career (or alternatively, what interests you about becoming a teacher). **Required for Portfolio**

LITERATURE CIRCLES, BOOK FAIR, AND WRITTEN CRITIQUE

You and your literature circle groups will choose an issue of the *English Journal* to read. You will meet with your groups to discuss the journal and plan for your presentation. As a group, you will present your reactions to the book and discuss its relevancy and usefulness to teachers, administrators, and parents.

You will also collaboratively write a 750-1000 word written critique. Your written critique should be an extension of your presentation (more guidelines to follow).

CLASSROOM OBSERVATION ESSAY

Drawing on ethnographic approaches, you will observe a classroom in action (or observe an alternative act of teaching and learning like a consulting session at the Writing Studio) write-up your observations.

Required for Portfolio.

PEDAGOGY PROJECT AND TEACHING DEMONSTRATION

Drawing on the reading we've done inside and outside the class as well as the invitations to write, your ethnography and critique, you will design a three to four week teaching unit related to expository writing (reflection, analysis, argumentative research). You will put together a packet of materials that include

- One to two page introduction to your packet
- An assignment sheet for a major writing project, including assessment criteria, and CSOs or stated goals and outcomes.
- Daily plans for your unit.
- Two to Three mini-lessons from the unit, one of which you will demonstrate in class. You will need to include any relevant handouts so that anyone could adapt the lesson to her or his own classroom contexts.

Teaching Demonstration: You will also put together and perform a 30 min. interactive presentation in which you will describe your topic and the contents of your packet and perform one mini-lesson from your unit. This is a graded assignment, but you can choose to include it in your portfolio.

PORTFOLIO AND REFLECTIVE LETTER

The portfolio is the culminating project. Portfolios are traditionally collections that showcase your best work. Artists, architects, web designers, and teachers create professional portfolios that highlight their work philosophies, strengths, and innovations. You are invited to collect material over the course of the semester that brings to light your learning in this class and your best work. Your portfolio will begin with a reflective letter that indicates what you've gained from the class.

GRADE BREAKDOWN

Participation and Preparedness	100 pts or 10%
Book Fair and Critique	150 pts or 15%
Pedagogy Project/Teaching Demonstration	250 pts or 25%
Informal Writing	REQUIRED
Interview Essay Draft	25 pts or 2.5%
Interview Essay Final	REQUIRED
Mini-Ethnography Draft	25 pts or 2.5%

Mini-Ethnography Final

REQUIRED

Portfolio

450 pts or 45%

POLICIES AND PROCEDURES

ABSENCES will compromise your grade. If you have two absences before midterm, I recommend you drop the class. Four or more absences may result in a failing grade. Tardiness will also negatively impact your grade. If you must miss class, you are responsible for obtaining any handouts or assignments for the class from your peers.

Responsibilities When Absent for Illness, Injury, or Personal Emergency

If you have a contagious illness (such as the flu), severe injury, or a critical personal problem, you must, of course, take care of yourself. You do, however, have an obligation to notify me immediately (within 24 hours) and you must arrange to complete any missed work in a timely fashion. I will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, phone or email collaboration, etc.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Responsibilities When Absent for University Activities or Religious Observance

In the case of university activities and religious observance, you must notify the instructor in writing and *two weeks prior* to the date missed. I will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, phone or email collaboration, etc.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Avoiding Extended Absences

Students anticipating an extended absence of more than three consecutive class meetings or a total of five or more total absences should take the course at a later date. Multiple absences necessarily limit your academic success in this class. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work.

Because of the value placed on INTELLECTUAL PROPERTY in the university community, you must be able to identify and avoid plagiarism. Consult the WVU Undergraduate Catalogue and its section on Academic Integrity to refresh your understanding of the appropriate use of materials. There is significant penalty for representing someone else's words or ideas as your own; at WVU the penalty is an unforgivable F in this course.

This course supports WVU's commitment to SOCIAL JUSTICE. Please consult the Undergraduate catalogue for further information on university policy.

ACCOMODATIONS

If you require special accommodations due to physical limitations or a learning disability, please let me know so that I can better serve you as an instructor.

ADDITIONAL RESOURCES

The Eberly Writing Studio located in G02 Colson Hall and offers free writing assistance to all students. Call 293-5788 for more information.

Daily Schedule

Information on this portion of the syllabus is subject to change.

Week 1

1/13	1/15
<u>Writing to Learn and Learning to Write</u>	<u>Beliefs about Teaching Writing</u>
For Next Class: NCTE Beliefs About Teaching Writing	For Next Class: Soven, "Composition Curricula: Four Approaches"

Week 2

1/20	1/22
<u>Pedagogical Approaches and Narrative Assignment, Part 1</u>	<u>Writing and Cognition, Narrative Assignment, Part 2</u>
For Next Class: Cremin, "The Role of Metacognition in Writing" and "Bybel's Steps of Ing"	For Next Class: Strasser, "Writing What Matters. A Student's Struggle to Bridge the Academic Divide" and Lamott's "Getting Started" and "Short Assignments."

Week 3

<p>1/27</p> <p>Expository Writing (Reflection), Narrative Assignment, Part 3</p> <p>For Next Class: Narrative Essay Draft please bring a hard copy to class and email another copy to me before next class.</p>	<p>1/29</p> <p>Due Today: Draft of Interview Essay</p> <p><u>Workshopping Drafts</u></p> <p>For Next Class: Hillocks, “Teaching Argument for Critical Thinking”</p>
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Week 4

<p>2/03</p> <p><u>Expository Writing (Analysis)</u></p> <p>For Next Class: Research Paper Readings (TBA). Bring a copy of your reading to class.</p>	<p>2/05</p> <p><u>Expository Writing (Argumentative Research) Jig Saw</u></p> <p>For Next Class: NCTE Research Brief on “Using Evidence in Writing” and WPA Statement on Plagiarism</p>
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Week 5

<p>2/10</p> <p><u>Research and Academic Integrity, Introduction to Ethnography Assignment</u></p> <p>For Next Class: Gardner “Designing Writing Assignments,” Ch 1 and 2</p>	<p>2/12</p> <p><u>Assignment Design</u></p> <p>For Next Class: Gardner “Designing Writing Assignments,” Ch 3</p>
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Week 6

<p>2/17</p> <p><u>Assignment Design, Intro to Literature Circle Assignment</u></p> <p>For Next Class: Secure a copy of Lit Circle Text</p>	<p>2/19</p> <p>Literature Circles</p>
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Week 7

<p>2/24</p> <p>Literature Circles</p> <p>For Next Time: Collaborative Critique and Book Talk. Please email me a copy of your critique before next class.</p>	<p>2/26</p> <p>Book Talks</p> <p>Due Today: Collaborative Critique (email a copy to me before we meet in class today)</p> <p>For Next Class: Bauer, "When I Stopped Writing on their Papers," and Harvard Writing Project (HWP) Bulletin</p>
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Week 8

<p>3/03</p> <p><u>Formative Assessment</u></p> <p>For Next Class: Williams, "Assessing Writing"</p>	<p>3/05</p> <p><u>Summative Assessment and Ethnography Assignment</u></p> <p>For Next Class: Dean, "Genre Theory"</p>
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Week 9

<p>3/10</p> <p><u>Genre</u></p> <p>For Next Class: Continue reading Dean, "Genre Theory"</p>	<p>3/12</p> <p><u>Genre continued</u></p> <p>For 3/31: Gee, "Literacy, Discourse and Linguistics" and Ethnography Draft (bring a hard copy to class and email another copy to me before next class.)</p>
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Week 10

<p>3/17</p> <p>Continue Conducting Observations for Ethnography</p>	<p>3/19</p> <p>Continue Conducting Observations for Ethnography.</p> <p>For Next Class: Draft of your Ethnography. Bring a hard copy to class and email another copy to me before our next class meeting.</p>
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Week 11

3/24 Spring Break	3/26 Spring Break
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Week 12

3/31 Due Today: Draft of Ethnography (please email me a copy and bring a hard copy to class) and Discourse For Next Class: Brooke, "New Media Pedagogy"	4/02 <u>New Media Pedagogy and Portfolio Assignment</u> For Next Class: Prepare for Pedagogy Project Meetings
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Week 13

4/07 Pedagogy Project Meetings	4/09 Pedagogy Project Meetings
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Week 14

4/14 Pedagogy Projects Demonstrations	4/16 Pedagogy Projects Demonstrations For Next Class: Perkins and Soloman, "Teaching for Transfer"
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Week 15

04/21 <u>Knowledge Transfer</u> For Next Class: Bring a working draft of your Reflective Letter to class	04/23 <u>Portfolio Cover Letter and Reflection</u> For Next Class: Continue working on your Portfolios
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Week 16

4/28 Evaluations and End of Semester Celebration!	04/30 Portfolios Due
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