

**Course Description**

ENGL 309 is a required course for English-education students that both “surveys attitudes toward and techniques of teaching writing” and “provides experiment in class with methods of teaching writing,” according to WVU’s catalog. In this course, we’ll explore best practices for teaching writing, and we’ll also discuss ways to implement those practices in the context of real-world pressures on ELA teachers: state standards, the new common-core standards, computerized writing assessments, and so on.

As a course about how to teach writing, we will obviously be doing quite a bit of writing ourselves, including daily quick writes. Because of the focus on writing as a process and the importance of workshopping and revision, I will also expect you to be willing to share your writing with the other members of the class. If this ever becomes uncomfortable for you, or if there’s a specific piece of writing you’d prefer not to share, please let me know.

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;
- write in a range of genres for a variety of purposes, including formal and informal writing assignments;
- account for media and technology options, diverse learning styles, and cultural diversity when discussing and planning teaching approaches.

**Contact Information**

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**Social Justice Statement**

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability

Services, G-30 Mountainlair (phone: 304/293-6700; voice/TDD: 304/293-7740; e-mail: access2@mail.wvu.edu). And of course, feel free to talk with me about how we can work together most effectively.

### Required Texts

Brooke, Robert E. *Rural Voices: Place-Conscious Education and the Teaching of Writing* (ISBN 9780807743652)

Kittle, Penny. *Write Beside Them: Risk, Voice, and Clarity in High School Writing* (ISBN 9780325010977)

Additional required readings posted on the class' eCampus site

### Policies and Procedures

It should go without saying, but ***please turn off cell phones and put them away during class***. If you're expecting an important call, please set your phone to vibrate and take the call in the hallway.

*Attendance*—Since most of the learning in this course will happen via class discussion and in-class activities and writing, I expect you to attend every class. I trust that you'll check in if you've missed class to find out what you've missed, and that you will get notes from another class member. Missed in-class work must be made up before the next class meeting—no exceptions.

*Late arrivals*—We will start class on time, so please plan to be here on time. Late arrivals are really disruptive, and if chronic lateness becomes a problem, it will affect your final grade.

*Leaving early*—Please let me know before class begins if you need to leave early, and what time you will need to leave. In this situation, I'd also appreciate it if you'd sit close to the door so that you can slip out unobtrusively.

*End of class*—The end of class is usually devoted to summarizing material or making announcements, so please refrain from packing up books, etc., so that you don't miss anything yourself or distract others. I know that some professors have a bad habit of going way over the scheduled ending time for their classes (I had some of them myself)—but I do keep track of the time and promise to always let you out at the class' scheduled ending time.

### Course Requirements

Attendance and participation, including in-class writing	20%
Class blog	20%
Pedagogy project:	
Project proposal	5%
Annotated bibliography	10%
Teaching demonstration	10%
Handout and/or other materials for teaching demo	20%
Post-demo writeup	5%
Final portfolio	10%

### Grades

Major assignments related to the pedagogy project (the annotated bibliography, your teaching demonstration, your handouts/materials for the teaching demo, and the writeup) and the final portfolio will be graded on a 100-point scale, with 90-100 being an A, 80 to 89 a B, 70 to 79 a C, 60 to 69 a D, and anything below 60 an F. For the final portfolio, you will have the opportunity to revise several of your pieces of writing and reflect on your revision process.

In-class writing and other informal assignments will be graded on a 5- or 10-point scale, or (in some cases) just with a checkmark to indicate completion. The blogs will be graded according to a rubric to be distributed with the explanation of how the blog assignment will work.

### Late Papers/Assignments and Extensions

As you can see from the day-to-day schedule, below, much of the work we'll be doing throughout the semester will happen either in class (with quick writes and other activities), or on the class blog. Because the writing you do in class and on the blog will be both the foundation and extension of our class discussions, I expect you to attend class regularly, be willing to write, and to keep up with the class blog (both posting your own entries and reading and commenting on others' posts). As such, I cannot allow you to make up any in-class writing, or to post blog entries late.

Because the annotated bibliography and the materials for your teaching demonstration are part of the teaching demonstration, they are due on the day of your teaching demo—no exceptions.

Thus, the only assignments that you will be able to ask for an extension for are the post-demo writeup and the final portfolio. Should you decide you need more time on either of these assignments, ***you must talk to me first and submit a written extension request to me before the assignment is due.*** I will ask you to set your own revised due date, subject to my approval, and you will be held to that due date.

### Academic Integrity

One of the issues we'll be discussing in the class this semester is plagiarism: what it is, how to write assignments that guard against it, and how to help your own students navigate the complicated issues around citing sources. As such, I hope you will raise any questions you have about citing sources in your own work, either in class itself (these can be good teaching moments for everyone!), or to me privately, if you prefer. Nevertheless, I will expect you to abide by the university's definition and policy regarding plagiarism (see below), and if I feel you have violated this policy, I will follow the university's reporting policy and file paperwork to report the incident, and you will receive an unforgivable "F" in the course.

The following definitions are from the *West Virginia University Undergraduate Catalog*. Please see the catalog's section on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

**Plagiarism.** "Submitting, without appropriate acknowledgment . . . material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published or not, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper."

**Cheating.** "Doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own."

**DAY-TO-DAY SCHEDULE****WEEK ONE: KNOWING YOUR OWN PROCESS**

- T Aug 21 Introduction to course  
 R 23 READ: eCampus selection from Anne Lamott's *Bird By Bird*, and Kittle, chapters 1 & 2

**WEEK TWO: TAKING PROCESS TO THE CLASSROOM AND INVENTION TECHNIQUES**

- T 28 READ: eCampus articles: "NCTE Beliefs about the Teaching of Writing," Lindemann's "What Does the Process Involve?," and Kittle, chapter 3  
 30 READ: eCampus articles on invention, and Kittle, Part 2 (chapters 4 & 5)

**WEEK THREE : REVISION, REVISION, REVISION –AND WORKSHOPPING, WORKSHOPPING, WORKSHOPPING**

- T Sep 4 READ: eCampus article: Fulweiler's "A Lesson in Revision," and Kittle, Part 3 (chapter 6)  
 R 6 IN CLASS: Continued discussion of process and the writers' workshop

**WEEK FOUR : INTRODUCTION TO GENRE WRITING**

- T 11 READ: eCampus article, Dean's "Genre"  
 IN CLASS: Discussion of various types of writing, audience, and the impact of state standards and the new common-core standards on the kinds of writing in which students are expected to be proficient  
 R 13 READ: eCampus article, Gardner's "Designing Writing Assignments"  
 IN CLASS: Introduction to the pedagogy project

**WEEK FIVE: NARRATIVE WRITING & MULTIGENRE ASSIGNMENTS**

- T 18 READ: Kittle, chapter 7  
 R 20 READ: eCampus article: Romano's "Teaching Writing through Multigenre Papers," and Kittle, chapter 10

**WEEK SIX: MULTIGENRE ASSIGNMENTS & PERSUASIVE/ARGUMENTATIVE PAPERS**

- T 25 IN CLASS: Continued discussion of multigenre writing  
 R 27 READ: Kittle, chapter 8

**WEEK SEVEN: PROJECT-BASED LEARNING, COMMUNITY LITERACY, AND COLLABORATIVE LEARNING**

- T Oct 2 READ: Introduction and Part 1 of *Rural Voices*  
 R 4 READ: Part 2 of *Rural Voices*

**WEEK EIGHT: PBL, COMMUNITY LITERACY, AND COLLABORATIVE LEARNING, CON'T.**

- T 9 READ: Part 3 of *Rural Voices*  
 R 11 READ: eCampus selections on other collaborative projects TBA  
 DUE: Proposal for pedagogy project

**WEEK NINE: DIGITAL LITERACIES**

- T 16 READ: eCampus articles: CCC's Statement on Writing in Digital Environments, and chapter 1 from *Because Digital Writing Matters*  
 IN CLASS: Proposals returned  
 R 18 READ: eCampus articles: Roiphe's "The Language of Fakebook," and "Social Networks: Facebook, Ning, Connections, and Communities"

**WEEK TEN: RESPONDING TO & ASSESSING STUDENT WRITING**

- T 23 READ: eCampus articles on responding to student writing by Frus, Sommers, and Rutchick  
 R 25 READ: Kittle, Parts 5 & 6 (chapters 11 and 12)

**WEEK ELEVEN: ASSESSING STUDENT WRITING, CON'T.**

- T 30 READ: eCampus articles: Balanoff's "What is a Grade?" and White's "Issues in Grading Writing and Using Scoring Guides"  
 R Nov 1 READ: eCampus article: "Evolving Technologies and Standardized Assessment"  
 IN CLASS: Discussion of "WV Writes," Tech Steps, and other computer-based writing assessments

**WEEK TWELVE**

- T 6 NO CLASS MEETING—ELECTION DAY  
 R 8 Pedagogy Project Presentations (3)—NOTE: Your demo materials, including the annotated bibliography, are due on the day of your presentation.

**WEEK THIRTEEN**

- T 13 Pedagogy Project Presentations (3)  
 R 15 Pedagogy Project Presentations (4)

**WEEK FOURTEEN**

- T 27 Pedagogy Project Presentations (4)  
 R 29 Pedagogy Project Presentations (4)

**WEEK FIFTEEN**

- T Dec 4 Pedagogy Project Presentations (4)  
 R 29 DUE: Final portfolio  
 IN CLASS: Course evaluations and wrapup