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ENG 3401-001: Methods of teaching composition in secondary schools

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English 3401: Methods of Teaching Composition in Secondary Schools

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Spring 2005, Tuesday from 6:30-9:00
Phone: 581-6985 or 345-7983 before 10 p.m.
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Course Objectives:**Following NCTE Guidelines and Illinois Content Area Standards during this course each student will**

1. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. recognize the impact of cultural, economic, and social environments upon language;
3. show a respect for and an understanding of diversity in language use, patterns, dialects across cultures, ethnic groups, geographic regions, and social roles;
4. demonstrate the influence of language and visual images on thinking and composing;
5. demonstrate how written discourse can influence thought and action;
6. display an understanding of the role of technology in communication;
7. use major sources of research and theory to understand the relationship between research and practice;
8. examine, evaluate, and select resources;
9. design instruction to meet the needs of all students and provide for students' continuous progress and success;
10. organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
11. create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;
12. use assessment as an integral part of instruction and learning

Texts (Please note group selections on calendar):

Atwell, Nancie. *In the Middle*. 2nd Edition. New York: Heinemann, 1998.

Burke, Jim. *The English Teacher's Companion*. New York: Heinemann, 1999.

Kearns, Jane. *Where to Begin: A Guide to Secondary English*. Portsmouth, NH: Boynton/Cook, 1997

Murray, Donald. *A Writer Teaches Writing, Revised Second Edition*. Australia: Thomson/Heinle, 2004.

Newkirk, Thomas. Editor. *To Compose: Teaching Writing in High School and College, Second Edition*. New York: Heineman, 1990.

Weaver, Constance. *Teaching Grammar in Context*.

Course Requirements:

1. Response Statements to readings each week and to English Studies Student Conference Presentation

These one-page, single-spaced (with MLA-style parenthetical citations, reading responses are perhaps the most important writing you will do in this class because they will help you to think through the readings, and they will form the basis for your contributions to discussions.

Please include the following in each response: A title—this will signal to your readers that you have a clear focus. A clear reference to the title and author of the piece you're referring to. An epigraph, or a brief block quotation from the assigned reading or observation—to demonstrate close reading or observation and to bring readers into your response. A question, or a series of questions raised in the course of the reading. A response to the quotation and the questions it raises.

Note: Please keep all responses with my instructor comments (and/or peer feedback) in a folder/notebook. You will also be asked to lead the class discussion during one class, based on your (and your peers') reading responses.

Grades will be assigned as follows:

An A Response: Has an original title that signals that you have a clear focus. You begin with an epigraph—a key quotation from the reading); you offer both a personal and critical reading of the significance of the quotation you've selected. You avoid summary and say something insightful about the reading. Your writing has been “crafted”—that is, carefully constructed with clear, grammatically correct prose and no distracting typos.

A B Response: May have many of the markers of the A response but the explanations for why you selected your quotation is less developed. Your summarize at times instead of showing insight. There may be a few typos/grammatical errors.

A C Response: Lacks focus, no or unconnected title, a number of writing errors

(spelling, typos, and grammatical errors), little or no direct reference to our reading, not enough reflection/questioning/evidence to be considered a substantive response.

2. Composition Unit Framework with writing prompts and assessment/evaluation tools
3. Sample Lesson Plan
4. Rationale Paper arguing for your chosen composition pedagogy—with evidence attached (5-7 pages)
5. Clinical Experience Journal—one entry per session. Required for student teaching.
6. Group Presentation—both in class and at English Studies Student Conference
7. Your theory of teaching composition—two page definition paper
8. Class Participation, quizzes and attendance
9. Responses to secondary student writing (formative—to help students improve their work)
10. Professional Portfolio, continued from other methods classes. Required for student teaching

Grade Overview:

Responses and in-class work:	20%
Composition Unit Frame and Lesson Plan	20%
Rationale Paper	20%
Group Presentation in class:	10%
Group Presentation at conference —and response to other session	10%
Theory of Teaching Composition:	10%
Evaluative responses to secondary student writing:	10%

Grading of Papers:

Paper grades will be based on the following six areas and in compliance with the English Department's guidelines for evaluating writing:

Audience awareness, Organization, Development, Sentence Structure, Word Choice, Grammar/Usage/Mechanics. The first three categories will be weighted more heavily than the second three (60% vs. 40%).

Presentations will be evaluated according to the rubric included in the Burke text.

We will work out evaluation methods for other course requirements.

Attendance:

Please note that attendance is very important in this class. If you miss more than two classes, **your grade will be lowered one letter grade per class beyond two.**

Plagiarism Statement:

“Any teacher who discovers an act of plagiarism—the appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work—has the right and the responsibility to impose the guilty student an appropriate penalty, up to and including immediate assignment of “F” for the course.”

ADA Compliance Policy

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Writing-Intensive Course: You can submit a document from this course for your EWP, as long as you ask me to approve the submission before the end of the semester.