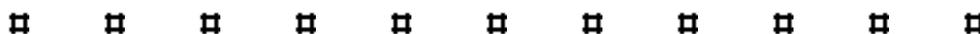




# *English 4500.01*

## *Methods of Teaching Writing*

### *Fall 2011*



*Dr. Sean M. George*

*English 4500.01*

*CRN # 43079*

*MW 11:00am-11:50am, EDFAM 124*

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*Office Hours: MWF 9:00 – 11:00 a.m., MW 12:00 p.m. – 3:00 p.m. and by appointment*

### *Required Texts & Materials*

1. Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. 3rd ed. Portsmouth: Heinemann, 2008.
2. Gallagher, Kelly. *Teaching Adolescent Writers*. Portland: Stenhouse, 2006.
3. Silverman, Jay, Elaine Hughes, and Diane Roberts Wienbroer. *Rules of Thumb: A Guide for Writers*. 8<sup>th</sup> edition. McGraw-Hill, 2009.
4. 1" 3-ring binder for final portfolio

### *Course Catalog Description*

Required of English majors pursuing an emphasis in English Education. Students will learn how to design and assess writing assignments. They will also explore different pedagogical strategies and theoretical concepts about writing instruction, including adaptive teaching for diverse learners. Public school practicum required. Prerequisite: English Education major; AND Admission to the Dixie State College Secondary Education Teaching program.

### *Overall English Department Mission & English Education Emphasis Statements*

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays. In accordance with NCTE/NCATE program standards for initial preparation of teachers of secondary language arts, our English education courses help students adopt and strengthen professional dispositions and skills needed by English language arts teachers. Students integrate knowledge of English, students, and teaching.

## *Course Goals*

- Familiarity and proficiency using the discourses and resources available to secondary teachers of writing for the teaching of students and the evaluation of student writing
- Practical experience teaching and evaluating the writing of secondary students

## *Course Learning Outcomes*

Upon completing this course, students will have improved their ability to:

- Draw relationships between their own writing practices and various theoretical models of composing
- Design effective writing assignments that have a clear and defensible theoretical grounding, correlate objectives with the Utah Core, and show a recognition of the impact upon writing instruction of students' cultural and social differences
- Demonstrate an understanding of what types of content, application, and classroom environments are conducive to students' learning to write and what writing tasks are appropriate for a diverse student body
- Design activities that incorporate techniques for responding to writing, evaluating writing, and diagnosing writing problems

## *Course Objectives*

This course emphasizes your own growth as a writer and your learning how to teach others to write. To meet these primary goals, you will:

- Draw relationships between your own writing practices and various theoretical models of composing (NCTE/NCATE standards 3.1.1, 3.2., 3.4.1, 3.4.2);
- Study a variety of theories of the composing process in order to understand their implications for writing instruction (NCTE/NCATE standards 3.2., 3.4.1, 3.4.2);;
- Demonstrate an understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated (NCTE/NCATE standards 3.1.2, 3.2.2, 4.5);
- Recognize the impact upon writing instruction of students' cultural and social differences (NCTE/NCATE standards 2.2, 3.1.3, 3.1.4.);
- Demonstrate an ability to communicate effectively with parents about writing instruction (NCTE/NCATE standards 2.1, 2.6);
- Work within public school classrooms where you will propose both elements of course design and effective assignments that have a clear and defensible theoretical grounding (NCTE/NCATE standards 1.3, 2.1, 2.3, 2.4, 2.6, 3.1.1, 3.1.2, 3.2.3, 3.2.4, 3.2.5, 3.7.1, 3.7.2, 4.2, 4.10) ;
- Correlate unit and lesson objectives with Utah Core;
- Understand what types of classroom environments are conducive to students' learning to write and what writing tasks are appropriate for students at different stages of development (NCTE/NCATE standards 2.1, 3.1.1);
- Create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability (NCTE/NCATE standards 2.1, 2.2);
- Learn techniques for responding to writing, evaluating writing, and diagnosing writing problems (NCTE/NCATE standard 4.10);
- Use available technology at various stages of the writing process (NCTE/NCATE standards 3.6, 3.6.3)

## Grades

Your grade will be based on a percentage of total points received in each of four areas, which will be weighted as follows:

### 1. Practicum (35%)

The importance of your practicum should be apparent by its weight percentage of your total grade. Every Tuesday (except for the first Tuesday of class, August 23), you will visit/attend/observe/report at and on your assigned campus and classroom. You will arrive at campus between 7:30 and 7:45 a.m. and you will stay on campus until 3:30. In addition, you will design and implement/teach two (2) lessons to be taught to secondary students in local schools. Students will submit lesson plans and reflections of their experiences.

### 2. Writing Portfolio (20%)

Your writing portfolio, to be submitted at the end of the semester, contains three parts:

- a. A creative writing piece, 7-10 pages long. Students will compose and revise a short portfolio of their own creative writing and will participate in peer writing workshops.
- b. A research-based scholarly essay, 7-10 pages long. Students will collect, catalog, and evaluate resources intended for the teaching of writing in secondary schools.

Grading for portfolios will be based on the following:

- |                      |                               |
|----------------------|-------------------------------|
| a. Organization      | e. Conventions                |
| b. Word choice       | f. Voice                      |
| c. Sentence fluency  | g. Citation and documentation |
| d. Ideas and content | h. Format/presentation        |

### 3. 10 Observation Reports (20%): 1-2 pages each

Due on the Wednesdays specified on the "Tentative Schedule" below. These are short but formal reports about what you noticed and witnessed in the classrooms you are observing.

### 4. Oral presentations (10%)

Students will research methods of teaching writing and present their findings to the class. Each presentation should 5-10 minutes in length. You may be required to give several presentations this semester.

### 5. Participation (15%)

Active and meaningful participation is required. Your participation grade will be determined by your performance on homework assignments, class discussions, and group work. Active and meaningful participation means that you are invested in the class, your work, and your writing. Participation should be a rather self-explanatory concept. You are expected to contribute as enthusiastically, knowledgeably, diplomatically, and productively as possible to any and all class, pair, and group discussions. In order to do so, you must also be prepared for each and every class meeting. In short, all interactive activities assigned and carried out in class will be considered "participation." Please do not be fooled into thinking that this is a "gimme" grade. It is possible for a student to be here every day and still do very poorly in this category. Keep up with your readings, your writing assignments, and everything else necessary to be a trusted and reliable member of this writing community.

Ways to participate in this class:

- |                                 |                         |
|---------------------------------|-------------------------|
| a. Class Discussion             | e. Quizzes              |
| b. In-Class Writing             | f. Homework Assignments |
| c. Class Work                   | g. In-Class Peer Review |
| d. Informal Writing Assignments |                         |

*Required Essay Format:* All response papers must be **typed, double-spaced, and STAPLED**. Font size should only be 12 point Times New Roman font. Every response paper should include a works cited page: Not including a works cited page will drop your grade by one letter grade. Assignments WILL NOT be accepted if they do not meet the proper MLA conventions.

Essays will hopefully achieve the following “things.” An “A” paper will achieve them at a higher level than a “C” paper. 1) Meets assignment requirements and does so in an outstanding way. 2) The writing is interesting and engaging because of its informative or creative approach. 3) The essay demonstrates consistent critical and creative thinking. 4) The writer’s purpose is clear. 5) Ideas are unified, coherent, clear, and developed tightly, thoroughly, and thoughtfully. 6) Supporting details are relevant and well-chosen. 7) Artful transitions are used and a progression of thought has been consciously planned for and achieved. 8) The writing may “come alive” as a result of vivid or creative written expression. 9) There is a definite voice behind the writing in this paper. 10) The writer expresses a definite point of view that is strongly supported. 11) Mechanical skills are controlled by the writer and create a fluent, clear expression of thought. 12) MLA format for the heading, the use of quotations, and the works cited page are followed.

After I’ve assessed the paper looking at the above elements, I will deduct points for the following:

- a. Spelling: For every misspelled word, I will deduct 1 point. This includes words like their/they’re/there and two/too/to. It also includes all other words.
- b. Sentence Fragments and Run-On Sentences: By far the biggest problem I see in the majority of the papers I grade in any class is sentence construction, and besides spelling, sentence fragments and run-on sentences are the most frequent errors I see. For every sentence fragment and/or run-on sentence in your paper, I will deduct 5 points.
- c. MLA Guidelines: For every mistake made in MLA guidelines/formatting, I will deduct 5 points. Be sure to review MLA guidelines regarding the formatting of essays in English classes. Those guidelines can be found in the *Rules of Thumb* text as well as online in a multitude of sites. Purdue University’s Online Writing Lab (OWL for short) is a good place to start.  
<http://owl.english.purdue.edu/owl/resource/747/01/>

**Revisions:** It is my firm belief that writing is rarely, if ever, “finished.” In this class, you **not** simply submit an essay to be graded and promptly dismissed before moving onto the next assignment. Writing is always a recursive activity. To that end, we will complete multiple drafts of each essay before turning it into me. Grades earned on an essay can almost always be improved through revision. Once a paper is returned, you will have 14 calendar days to submit a revision to be re-evaluated. If you submit a revision, you must submit 1. the original, graded essay; 2. proof of at least one visit to DSC’s writing center; and 3. the latest draft of your essay. I will not accept your revisions without these three (3 ) things.

#### 6. Participation (15%)

Active and meaningful participation is required. Your participation grade will be determined by your performance on homework assignments, class discussions, and group work. Active and meaningful participation means that you are invested in the class, your work, and your writing. Participation should be a rather self-explanatory concept. You are expected to contribute as enthusiastically, knowledgeably, diplomatically, and productively as possible to any and all class, pair, and group discussions. In order to do so, you must also be prepared for each and every class meeting. In short, all interactive activities assigned and carried out in class will be considered “participation.” Please do not be fooled into thinking that this is a “gimme” grade. It is possible for a student to be here every day and still do very poorly in this category. Keep up with your readings, your writing assignments, and everything else necessary to be a trusted and reliable member of this writing community.

If you have any questions about your grade at any point in the term, you can schedule an appointment with me, bring in all your work, and we can talk about it. I will not discuss individual grades during class time.

## *Attendance Policy*

Attendance is mandatory. If you miss two weeks of class (4 absences), your grade will be automatically lowered one full letter grade. If you miss three weeks of class (6 absences), you will automatically fail the course. Keep in mind that the allowed absences are intended to be used for unavoidable absences due to illness or emergencies. If you miss class for any reason, you are still responsible for the material and content of the class and for any assignment given for the next class. If you are officially excused in order to represent the College, you need to provide me with some documentation. Three (3) late arrivals (tardies) or early departures will count as 1 absence. You do not need to notify me of absences unless you are requesting an extension. Please note that if you choose to stop attending class, you are responsible for dropping the course or withdrawing. Otherwise, you will still be on my official roster and will receive a failing grade.

## *Late Assignments*

I seldom accept late work. If illness or emergency circumstances will prevent you from completing an assignment by its due date, contact me before the due date to request an extension. (Note that you do not need to notify me of absences unless you are requesting an extension.) If you know ahead of time that you will be absent when an assignment is due, it is your responsibility to turn it in before it is due. If a situation arises and you have to unexpectedly miss class on the day an assignment is due, you must contact me prior to the class to make arrangements to turn in an assignment. Otherwise, I reserve the right to not accept that paper. Due to printing costs and virus risks, I do not accept assignments via e-mail.

## *Email*

Important class and college information will be sent to your Rebelmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. In addition, I sometimes communicate important information to the entire class via email; therefore, it is vital that you check your rebelmail account often.

All DSC students are automatically assigned a Rebelmail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Rebelmail," for complete instructions. You will be held responsible for information sent to your Rebelmail email, so please check it often.

## *The DSC Writing Center*

Occasionally, you may feel the need for additional assistance with your compositions. I encourage you to make use of the services of the Writing Center and its trained writing consultants throughout the semester. One-to-one writing assistance is available to you *free* of charge at the DSC Writing Center (this service is for writing assignments in all courses, not just English!). According to the Writing Center's own official website ([http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)), "The Writing Center is staffed by peer tutors who offer suggestions, instruction, and tips to help you improve your individual skills. Please keep in mind that the Writing Center is not a proofreading service. We focus on helping you become a better writer rather than helping you correct every single mistake in an essay. Tutors give basic suggestions for improvement and teach you to review your own papers. We will do our best to help you improve your writing skills, but responsibility for generating a perfectly written, error-free paper lies solely with you."

You can also consult the Online Writing Lab website for information on a variety of issues related to writing, and for numerous links to relevant web-sites. To reach the page, type the following link in your browser <http://dsc.dixie.edu/owl/>, or go to the DSC home page, select "Academics," and scroll down to "Online Writing Lab."

The Writing Center is located in the first floor of the Browning Bldg. Call 652-7743 for more information and check their website <[http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)> for updated hours of operation.

## *Official Statements*

### **Americans with Disabilities (ADA) Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. Our office is located right next to the Testing Center on the bottom floor of the Financial Aid and Career Center building.

**Student Conduct & Disruptive Behavior:** Behavior that interferes with the learning of other students will not be tolerated. The Dixie State College Policies and Procedures Manual, Section 3-34, states: “Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from his or her course.” Students who are asked to leave class should do so quietly and without confrontation. They will be expected to schedule a meeting with the instructor before being allowed to attend class again. If students start a disturbance, the instructor will call Campus Security to have the students removed from campus. Students are not allowed to interfere with the learning of others.

Cell phones are a serious distraction to everyone in the class, including the instructor. It is inappropriate to make or receive phone calls, to text message, or to check messages once a student enters a classroom, especially during scheduled class time. Students should remember to turn off their phones before entering the classroom (especially if their class is in the Tutoring Center). If students must leave their cell phones on for any reason, they should set them to vibrate or disable the ringer. If a student’s cell phone disturbs the class, the students will be asked to leave class and consult with the instructor about being readmitted to class. If a student is caught looking at a cell phone or other electronic device or texting during class, the instructor will assume the student is cheating, and the student will forfeit any points for that day and may be asked to leave class.

Classroom rudeness will NOT be tolerated and may result in immediate expulsion from the class meeting and/or the course at the professor's discretion. Students must come to class on time, take notes (on paper), and remain in class until the end of the session. During class students should be polite to one another and the professor, being attentive to the matters being discussed through active participation and note taking. Rudeness includes (but is not limited to) COMPUTER USAGE, LAUGHING, NOTE PASSING, PASSIVELY SITTING, SLEEPING, TALKING, AND TEXTING.

### **Academic Honesty/Integrity Policy**

Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

- a. Giving a failing grade on the specific assignment where dishonesty occurred,
- b. Failing the student in the entire course,
- c. Immediately dismissing and removing the student from the course, and/or
- d. Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

## Tentative Schedule

This schedule is subject to change. **Read your syllabus daily.** It is YOUR responsibility to know due dates and assignments. All readings are due on the day for which they are assigned.

ETC=*The English Teacher's Companion*

TAW=*Teaching Adolescent Writers*

Week 1: August 22, 23, 24

M Introduction to the class  
T MANDATORY Cohort Orientation Meeting,  
7:30 am – 1:30 pm, EFAM 119  
W ETC: Chps. 1 & 2

Week 2: Aug. 29, 31

M ETC: Chp. 3  
W TAW: Chp. 1

Week 3: Sept. 5, 7

M Holiday/DSC Closed/No Class!  
W ETC: Chp. 4  
**Observation Report #1 Due**

Week 4: Sept. 12, 14

M ETC: Chp. 5  
W TAW: Chp. 2  
**Observation Report #2 Due**

Week 5: Sept. 19, 21

M ETC: Chp. 6  
W ETC: Chp. 7  
**Observation Report #3 Due**

Week 6: Sept. 26, 28

M ETC: Chp. 8  
W TAW: Chp. 3  
**Observation Report #4 Due**

Week 7: Oct. 3, 5

M ETC: Chp. 9  
W ETC: Chp. 10  
**Observation Report #5 Due**

Week 8: Oct. 10, 12: Mid-Term

M ETC: Chp. 11  
W TAW: Chp. 4

Week 9: Oct. 17, 19

M ETC: Chps. 12 & 13  
W ETC: Chps. 14 & 15  
**Observation Report #6 Due**

Week 10: Oct. 24, 26

M ETC: Chp. 17  
W TAW: Chp. 5

Week 11: Oct. 31, Nov. 2

M ETC: 18  
W ETC: 19  
**Observation Report #7 Due**

Week 12: Nov. 7, 9

M ETC: 20  
W TAW: Chp. 6  
**Observation Report #8 Due**

Week 13: Nov. 14, 26

M ETC: Chp. 21  
W ETC: Chp. 22  
**Observation Report #9 Due**

Week 14: Nov. 21, 23, 25

M ETC: Chp. 23  
W Holiday/DSC Closed/No Class!  
F Holiday/DSC Closed/No Class!

Week 15: Nov. 28, 30

M ETC: Chp. 24  
W TAW: Chp. 7 + "A Closing Thought"  
**Observation Report #10 Due**

Week 16: Dec. 5, 7

M ETC: Chp. 25  
W ETC: Chps. 26 & 27  
**Final Portfolios Due!!!**

Week 17: Dec. 12-16: FINALS WEEK

**F 10:00 am – 12:00 pm**