

*Consciousness is reflected in a word as the sun in a drop of water  
~L. Vygotsky*

## **English 322: The Teaching of Writing**

---

Instructor: Jeanie M. Reynolds, PhD  
Office: HHRA 3106

Email: jmreyno3@uncg.edu  
Office Hours: by appointment

### **Class Meeting Times:**

T: 1:30-4:20

Northern High School

### **Course Perspective:**

The primary focus of this course is on writing and teaching writing in the middle and secondary English Language Arts (ELA) classroom. We will focus on the interconnected and lifelong relationship between reading and writing and use that to build pedagogic tools for working with ELA learners. This is a writing intensive course which will engage students in reading, writing, and discussion so that we may better understand the challenges faced by ELA students in the ELA classroom when they are required to write. It is my belief that teachers who actively engage in the literate processes such as writing are better able to teach those processes.

There are three interwoven strands in this course: 1) Writing ourselves, 2) Writing with students, and 3) Pedagogies of writing. Course assignments and activities reflect these strands.

It is my belief that this course is strengthened by the diversity of thoughts, perspectives, and backgrounds that students bring with them. It is my goal that the diverse learning needs of students be met in and out of class. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. Please let me know if I can improve the effectiveness of this course for you or other students.

I will do my best to make this an enjoyable and worthwhile course for you, but you should know from the start that writing – or at least writing well – is hard work. There is no short cut or magic formula that will reduce the amount of time needed to do well in this course. It's the nature of the course, I'm afraid. To learn how to teach writing, you must write. And to write more effectively you will have to write and revise often. You will be working on a paper for this course each week of the semester.

I will do my best to meet your needs in this course, but **you** are ultimately responsible for what you get (or don't get) from this course. I expect that you will go beyond the parameters of what I have provided to ensure that you are working toward meeting your own educational needs.

### **Course Prerequisites and Description:**

Prerequisite: University Reasoning and Discourse requirements must already have been met. For students seeking licensure in English, it is recommended that 321 be taken first. Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. This course is designed for prospective high school English teachers and is required for "A" licensure.

**\*\*\*SAVE EVERYTHING you write in this class, including all drafts\*\*\***

## Course Objectives:

Students will be able to...

- Understand and articulate current theories and philosophies of writing processes and the teaching of writing for K-12 students. (NCTE/IRA 1; DPI 1.1, 1.3, 5.3; NCPTS III; TESOL 1b, 3, 5)
- Develop and apply different modes of writing instruction to meet the needs of diverse learners (NCTE /IRA 2; DPI 2.1, 2.2; NCPTS II, III & IV; TESOL 1a, 3)
- Model and share use of reading and writing for real purposes in daily life and motivate students to become lifelong writers (DPI 4.3, 4.4; NCPTS II, III & IV; TESOL 1b, 3)
- Develop multiple appropriate assessments to evaluate student writing and modify instruction (NCTE/IRA 3; DPI 3.1, 3.3, 3.4; NCPTS II, III & IV; TESOL 1b, 3, 4, 5).
- Integrate technology as tool for writing. (NCTE /IRA 2; DPI 2.1; NCPTS III & IV; TESOL 3)
- Recognize interrelationships between reading & writing. (NCTE/IRA 1; DPI 1.3; NCPTS III)
- Develop instructional approaches to writing that foster engagement and build from students' interests, home life and culture. (NCTE /IRA 2; DPI 4.1; NCPTS II, III & IV; TESOL 2a, 2b, 3)
- Integrate writing with the reading of multiple genres and categories of texts including, but not limited to, books, picture books, periodicals, technology-based information and non-print material (NCTE /IRA 4; DPI 4.2; NCPTS III & IV; TESOL 3)
- Understand the unique needs of exceptional students, including culturally and linguistically diverse readers. (NCTE /IRA 4; DPI 3.3, 3.4, 3.5; NCPTS II, III & IV, TESOL)
- Design literacy interventions and writing programs that are effective in individual classrooms (NCTE /IRA 5; DPI 4.1, 4.2, 4.3, 4.6, 5.2; NCPTS II, III & IV; TESOL 1, 2, 3)
- Reflect on the why and how learning happens in the ELA classroom (NCPTS V; TESOL 5)
- Understand that change is constant and investigate/consider new ideas that improve teaching and learning in the ELA classroom and adapt practice based on data (NCPTS V, TESOL)

DPI = North Carolina Department of Instruction Core Standards for all Teachers

IRA = International Reading Association Professional Standards

NCTE= National Council of Teachers of English

NCPTS= NC Professional Teaching Standards

TESOL= Teaching English to Speakers of Other Languages

The course will also meet the following standards of state and national associations:

INTASC: [www.dpi.state.nc.us/pbl/pblintasc.htm](http://www.dpi.state.nc.us/pbl/pblintasc.htm)

NC Advanced Competencies: [www.dpi.state.nc.us](http://www.dpi.state.nc.us)

NBPTS (Five Core Propositions): [www.nbpts.org](http://www.nbpts.org)

NC Professional Teaching Standards: [www.ncptsc.org](http://www.ncptsc.org)

ISTE: [www.cnets.iste.org/teachstand.html](http://www.cnets.iste.org/teachstand.html)

TESOL Standards:

NCTE/IRA: [www.ncte.org/standards/standards.shtml](http://www.ncte.org/standards/standards.shtml)

**\*\*\*SAVE EVERYTHING you write in this class, including all drafts\*\*\***

### What You Will Need:

1. A UNCG **email account** with access to Blackboard (Moodle <http://moodle.aos.ecu.edu>)
2. Two texts (see below) and articles that will be available on Moodle
3. A [Daybook](#) (Mead composition notebook) and glue sticks – bring both **every** class.
4. A 3-ring binder for your final portfolio.

Urbanski, C.D. (2005). *Using the workshop approach in the high school English classroom: Modeling effective writing, reading, and thinking strategies for student success*. SAGE Publications. ISBN-13: 9781412925495

Kirby, D., Liner, T., & Kirby, D.L. (2003). *Inside out: Strategies for teaching writing*. Heinemann. ISBN-13: 9780325005881

### Professionalism & Academic Integrity:

Teaching is a profession and as such establishes standards and expectations for its members.

As in-service and pre-service teachers, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways we demonstrate respect:

- Be punctual to class (See below)
- When we are at Northern High School, you **MUST** dress and act professionally and appropriately (no hats, jeans, nor cleavage of any sort.) If you do not, I will ask you to leave.
- Respect others even when you disagree with them
- Be a thoughtful and reflective practitioner
- Turn all cell phones and pagers off or to a silent mode before class begins. You **may not** use your phone while on the high school campus.

### Timeliness and Attendance:

This class is rooted in the idea that learning takes place in a community, so active attendance is required. I know life happens, therefore, you will be allowed ONE absence during this course, excused and unexcused. After one absence your grade will be seriously affected, and after three absences, you will fail the course (each two tardies will equal one absence). If you miss more than an hour of class, it will count as half an absence. If absent/late, you are responsible for acquiring work, assignments, handouts, etc. from that day. In short, be in class, be prepared, and be on time. Finally, simply taking up space in the class is NOT enough – in order to receive full participation credit, you will need to participate in a meaningful way.

### Papers Style Manual and Manuscript Requirements:

All written work (except in-class activities and 800 word posts) should be typed and reviewed for quality of content and mechanical correctness. For any written work requiring citations, students are expected to use the APA Style Manual or the MLA Style Manual.

**Need Some Help?** As a writer and a teacher of writing, you will often need a fresh set of eyes on your work. I highly recommend The Writing Center, located in 3211 MHRA. It is for any writer at any level in the process who wants some qualified, one-on-one input on any essay for any class. Call for an appointment, 334-3125, or just drop in.

### Evaluation & Grading:

It is my hope that you will have opportunities to evaluate your own work and the work of others in the course. I will respond to assignments in what I believe is an appropriate manner. I provide detailed handouts for most assignments and grade according to the objectives and goals of each. For more complex assignments, I provide rubrics to help communicate these objectives.

I view grading as an individual and noncompetitive assessment of your performance and growth through the semester. I do assign credit or a grade for each assignment so that you will be able to assess your progress through this course. I encourage you to make an appointment with me to discuss specific assignments, concerns, or questions about your grade in this course.

Grades will be earned as follows:

93-100 points = A

85-92 points = B

77-84 points = C

70-76 points = D

69 points or below = F

**\*\*\*SAVE EVERYTHING you write in this class, including all drafts\*\*\***

For further policy regarding grades, see <http://www.uncg.edu/reg/Catalog/current/AcaRegs/Grading.html>

**Late work and staples:**

Late work will lose one letter grade for each day it is late (including weekends). I do not accept late posts. Also, and this is very important – **E-MAIL SUBMISSIONS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES**. Finally, please staple all of your work submitted as a hard-copy.

**Disability Services:**

If you have any sort of disability that could affect your performance in the class or for which you need accommodation, please contact me and/or the Office of Disability Services at 334-5440.

**Inclement Weather:**

If for any reason class is cancelled, I will post it to Moodle no later than 10am. If Guilford County Schools are cancelled, I will make arrangements and post to Moodle.

**Major Assignments:**

	<b>Final %</b>	<b>Due</b>
<b>Participation</b>	5%	Weekly
<b>Teaching Writing Philosophy – 1<sup>st</sup> Draft – 2<sup>nd</sup> Draft and polished piece</b>	5%	1/27 & 3/17
<b>Conceptual Unit and Writing Assignment Design (collaborative)</b>	10%	5/7
<b>Occasional Papers and other “Beginnings” (take at least 2 to a 2<sup>nd</sup> draft)</b>	10%	See below
<b>800 Words</b>	10%	Weekly
<b>Fieldwork Case Study (includes writing with NGHS students)</b>	10%	5/7
<b>Multi-genre Research 1<sup>st</sup> Draft – 2<sup>nd</sup> Draft (minimum)</b>	20%	3/3 & 3/31
<b>Portfolio</b>	30%	4/28

\*subject to change as we have more or less postings

**Writing Group and OPs and other assignment beginnings:**

Over the course of the semester we will explore multiple ways of engaging in writing. While this is designed to encourage you to attempt as many different writing opportunities as possible, you do not have to carry them all through to publication. You will keep the drafts for your portfolio. You must be working on a piece every week and be prepared to workshop a piece every other week. For the first couple of weeks, you will be creating several first drafts of which you will decide which one/s you want to workshop.

Week 1 Where I am From

Week 2 My metaphor—MGP proposal

Week 3 One piece for your MGP (10 minute research paper)

Week 4 OP begin writing groups (you need to have at least one piece that you want to begin to revise)

Week 5 Second piece for your MGP (we will talk about re-vising in class)

Week 6 Workshop

Week 7 MGP due (1<sup>st</sup> draft)

Week 8 This I Believe

Week 9 Workshop

Week 10 OP

Week 11 Workshop

So we will start with a “Where I am From” poem which you will post on Moodle—however, you may want to expand your poem into a more in-depth look at how your “sediment” effects who you are as a teacher. You would take that 1<sup>st</sup> draft and revise it for your workshop with your writing group. The following week we will look at Occasional Papers. You will write a draft of an OP and workshop it with your writing group.

**\*\*\*SAVE EVERYTHING you write in this class, including all drafts\*\*\***