

Department of English, Foreign Languages, Journalism  
School of Liberal Arts and Sciences  
Missouri Western State College  
Dr. Jane Frick, English Professor, and Prairie Lands Writing Project Director  
Spring - 2004  
2-3:20 p.m. TTH - JGM 106  
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Office Hours: TTH 9:00-11:00; W 9:00-12:00 & 1:00 – 3:00  
Other Times by Appointment

## Course Syllabus for ENG 36501 Teaching Writing in Middle and Secondary Schools

Class closed Web site at <http://miranda.cailab.mwsc.edu:8080/~eng465>

### Catalog Description

**ENG 365 Teaching Writing in Middle and Secondary Schools (3).** Instruction in applying current research on the composing process to the teaching of writing in secondary schools and an examination of problems issues related to teaching writing in grades 7 - 12.

### Course Description

This annual offering is designed for Missouri Western students considering a teaching career and/or substitute teachers who want to turn their classrooms into vibrant and transforming learning communities for themselves and their students. As teachers, how can we make writing and the evaluation of writing an exhilarating and joyous learning experience for our students as well as for ourselves? How can we also prepare our students to demonstrate that they are proficient and/or advanced writers on their Missouri Assessment Program (MAP) tests? In answering these questions, we will investigate good writing and teaching practices documented by area middle and high school teachers, by the National Writing Project, and by the Missouri Department of Elementary and Secondary Education.

Basic Assumptions about Writing/Teaching Writing (adopted from the National Writing Project: [www.writingproject.org](http://www.writingproject.org))

- ✓ Writing is pivotal to learning, to academic achievement, and to job success
- ✓ Writing instruction begins in kindergarten and continues through university
- ✓ Effective teachers of writing regularly write themselves
- ✓ Writing is fundamental to learning in all subjects

### Course Objectives

- (1) To provide training for prospective teachers who will teach writing as a part of their English classes and for those who will teach writing as a teaching/learning device in other content areas in middle or secondary schools.
- (2) To build one's own writing fluency by writing and responding to others' writing.
- (3) To develop a philosophy of teaching writing which can be applied in middle and secondary schools.
- (4) To join the professional community of teachers who write and to begin the process of developing a professional teaching portfolio which includes pieces demonstrating writing competence as well as the ability to teach writing.
- (5) To understand the process paradigm as it translates to the teaching of writing as well as problems in teaching via that approach in middle and secondary schools.
- (6) To know how to use computer technology to enhance writing instruction and learning.
- (7) To develop and implement a philosophy for evaluating student writing (includes peer review, holistic evaluation, analytic evaluation, portfolio assessment, student evaluation, program assessment)
- (8) To develop and/or complete writing assignments which demonstrate that writing can be used as a tool for learning and critical

inquiry and that writing proficiency is integral for acceptable testing performance (i.e. MAP).

## Required Text

Art Peterson and Amy Bauman. Breakthroughs: Classroom Discoveries About Teaching Writing. Berkeley, CA: National Writing Project, 2002.

## Recommended Professional Memberships:

One-year student membership (\$20) in The National Council of Teachers of English ([www.ncte.org/](http://www.ncte.org/)) or professional teachers' association in your primary discipline:

<http://www.nctm.org/> (National Council of Teachers of Mathematics)

<http://www.nsta.org/> (National Science Teachers Association)

<http://www.le.ac.uk/education/centres/ATSS/atss.html> (Association for the Teaching of Social Sciences)

One-semester membership (\$5) in the Missouri Western Student Affiliate of the National Council of Teachers of English ([www.missouriwestern.edu/orgs/sncte/](http://www.missouriwestern.edu/orgs/sncte/))

Class listserv: You will be joined to [eng365@list.mwsc.edu](mailto:eng365@list.mwsc.edu)

## Course Grade

Points will be awarded for all projects. At the end of the semester, I will divide your points by the number of possible points and award grades on the basis of the following percentages:

90-99% Course Grade A

80-89% Course Grade B

70-79% Course Grade C

60-69% Course Grade D

Below 60% Course Grade F

## I anticipate the following number of possible points for the semester:

**Up to 500 possible points for in-class workshops and out-of-class journaling/reflection**, which will be allocated in 5 - 50 points per activity (includes completing four writings on Prairie Voices Online (<http://www.missouriwestern.edu/prairielands/pvonline.html>). No make-ups or late work will be accepted for these activities after their due dates.

**150 possible points for Project # 1.** (An episodic **writing** autobiography (at least five episodes) which you have already shared and critiqued in an in-class workshop and which you will publish on our class Web site.)

**400 possible points for Project # 2.** (An integrated teaching unit (lesson plan sequence of approximately four weeks) at the grade level/discipline in which you expect to teach **which includes writing components** as a major focus).

**350 possible points for Project #3.** (A multi-genre **research** paper focusing on an aspect of teaching writing you wish to explore and/or learn more about. Assignment details and scoring rubric will be available by February 18.)

**500 possible points for Course Portfolio and Final Exam (500).** (The course portfolio will contain your revised Project # 1, # 2, and #3 AND a reflective essay. The essay, describing how your writing and teaching writing repertoire have changed as a result of completing the three projects, will be written during the final exam session.)

## Attendance Policy:

Come to class. There are no makeup points for missing work completed in class.

## Due Dates:

Papers and projects are due at the beginning of the hour on the assigned date. Late submissions will be lowered points equivalent to one letter grade per day late.

## Students with Disabilities:

Any student in this course who has a disability that prevents or hinders the completion of class requirements must notify me immediately so that provisions may be made for any assistance which is needed.

## Honesty Policy:

It is expected that all students will submit their own work. Plagiarism or cheating on papers or tests is not acceptable. The first instance of plagiarism will result in a failing grade, or 0-60% of possible points, on the assignment. The second instance of plagiarism will result in a failing grade for the course.

## VERY Tentative Course Plan

**Detailed assignments, handouts and materials will be available to you for downloading and printing from the O drive: English folder/Frick folder/ENG 365/366 Class Materials folder. Reading assignments listed below are from Breakthroughs, unless otherwise indicated.**

### I. Building Fluency: Practicing a Writing Process Paradigm and Philosophy

- T 1/20 Course Introductions
- Th 1/22 "Improving Student Writing: Challenges and Expectations" (Handout)  
"Episodic Fiction: Another Way to Tell a Story" 73-91
- T 1/27 "Learning to Write" (Handout)
- Th 1/29 "Let's Take Another Look at the Fish: The Writing Process As Discovery" 1-9  
"The Writing Process" at [www.csuohio.edu/writingcenter/writproc.html](http://www.csuohio.edu/writingcenter/writproc.html)  
"Implementing the Writing Process" at [www3.sk.sympatico.ca/fiss/newpage1.htm](http://www3.sk.sympatico.ca/fiss/newpage1.htm).
- T 2/3 "Kyle's Surprises: Anecdote as a Strategy to Strengthen Student Writing" 103-115
- Th 2/05 No Class: Frick at Missouri Association of English Teachers/Missouri Writing Project Network's annual Write to Learn Conference for language arts teachers, K – 16
- T 2/10 "Behind Their Backs: Proximity and Insult in Student Response" 281-292  
Writer's Workshop: Bring complete draft of episodic writing autobiography to class
- Th 2/12 "Revising Revision: How My Students Transformed Writer's Workshop" 293-311
- T 2/17 "Writing to Learn" (Handout)
- Th 2/19 **Project # 1, an episodic writing autobiography, is due**  
"Let's Take Another Look at the Fish: The Writing Process As Discovery"" 9 - 10  
"Energy Conversion: The Evolution of Experimenters' Workshop" 311 - 323

### II. Developing Integrated Writing Lessons/Units

- T 2/24 "**Guidelines for Teaching Middle and High School Students to Read and Write Well**" Online brochure available at [cela.albany.edu/](http://cela.albany.edu/)  
"Everything I Know About Teaching Language Arts, I learned at the Office Supply Store" 187-200
- Th 2/26 "Author to Author: How Text Influences Young Writers" 43 – 56  
"The Field Trip Within" 173-186
- T 3/2 "A Cure for Writer's Block: Writing for Real Audiences" 116 – 124  
"Getting Real: Can a Writing Prompt Be Authentic" 137-145
- Th 3/4 **High School Writing Day – no class**
- T 3/9 "Tensing Up: Moving from Fluency to Flair" 145-158  
"Skeletons Out Of the Closet: the Case of the Missing 162 Percent" 209-221
- Th 3/11 "Pruning Too Early: The Thorny Issue of Grading Student Writing" 221- 233  
"Beyond Rhetoric: A Reflective, Persuasive Final Exam for the Workshop Classroom" 19 - 29
- 3/14 - 3/21 Spring Break (no classes)
- T 3/23: "Multi-genre research paper handouts, including "13: Learning What We Need"
- W 3/24 Mid-term Grades submitted

Th 3/25 Possibly, no class: Frick may be at national, annual College Composition and Communication Conference

“Quoc Tin and Sona: The Story of a Peer Journal Project” 125 – 136

“I WAS a Journal-Topic Junkie” 243-255

## II: Exploring Burning Issues: External Standards and Assessment (MAP), Grammar, Research Writing, Plagiarism, Technology, Gender, Race, Socioeconomics

T 3/30 **Project # 2 is due – Thematic teaching unit**  
“Standards and Assessments for Writing” (Handout)

Th 4/1 Writing for the MAP – Review 2003 MAP Released items and scoring guide at  
<http://www.dese.state.mo.us/divimprove/curriculum/releaseditems/index.htm>

T 4/6 Writing for the MAP

Th 4/8 “Teacherless Talk: Impressions from Electronic Literary Conversations” 29 - 43

T 4/13 "Sound and Sense: Grammar, Poetry, and Creative Language" 159 - 173

Th 4/15 "Romance in the Classroom: Inviting Discourse on Gender and Power" 323 - 333

T 4/20 No class: Conference Day (You will conference with me regarding your multi-genre research paper at a pre-arranged time, on Tuesday, Wednesday, Thursday, or Friday – 30 minutes)

**Th 4/22** No class: Conference Day (You will conference with me regarding your multi-genre research paper at a pre-arranged time, on Tuesday, Wednesday, Thursday, or Friday – 30 minutes)

T 4/27 **Project # 3 is due – Multi-genre research paper**

Th 4/29

T 5/04

**Final Exam: Thursday, May 6: 2-3:50 p.m. in JGM 106**