

ELAN 4450: Teaching Writing in Secondary Schools Fall 2007

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Session Dates, Times, & Place

This course meets on Tuesdays from 8:30 – 10:30 AM in Aderhold, room 116.

Course Description

During your school experiences thus far, you have been assigned writing tasks (e.g., essays, autobiographies, poems, reports, journals) many, many times as course requirements. This course invites you to add other perspectives of these school-based writing assignments to your own. Not only will you consider writing from your own perspective as a student but from your perspective as a writer and as a teacher, and from students who may differ from you in a variety of ways. This course also invites you to interrogate what you know about the teaching of writing based on your own experiences.

Your work in this course will involve readings to facilitate and further your thinking about the teaching of writing. There is and has been a deep and wide conversation going on about the teaching of writing. What you'll read for this class is but a few exchanges in that conversation. Most compelling for you, your classmates, and me is what your contribution to that conversation has been, is going to be now and will be over time as you make the transition from student to teacher.

This syllabus is a tentative outline of what we will do together this semester. If you learn anything this fall (and even more so in the spring), it's that flexibility is absolutely key to successful teaching. I embrace that reality in my teaching as well. We will adjust this syllabus when necessary to meet our needs as learners. At each class meeting, you will receive an agenda for the day's activities. This agenda will include goals for the day, activities, and assignments for the next class meetings.

Guiding Questions

- Who am I as a writer and a teacher of writers?
- Who are the students in my classroom as writers?
- How and why will my students and I use writing in my class?
- How do teachers and students assess writing?

Major Assignments

- Think Piece – September 4th

- Teacher (other than MT) Writing Assessment Interview – October 2nd
- Self-generated Writing Assignments and Reflections – October 9th
- Think Piece - October 30th
- Student Interview – November 27th

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work.

Semester Overview

Meeting Date	<ul style="list-style-type: none"> • Guiding questions • Texts • Assignments due
2. August 21	<p>Who am I as a writer? Where do I situate myself within the historical context of the teaching of writing in secondary schools?</p> <p>Texts: Myers, Chapter 4 or 5 (WebCT) Writing autobiographies (Bring to class)</p>
3. August 28	<p>Who are the writers in my care?</p> <p>Texts: Delpit, <i>Education in a multicultural society</i> (WebCT) A BRIDGE publication (your choice) under the element “Knowledge of Students and their Learning”</p>
4. September 4	<p>How can I facilitate the emergence of a community of writers in my classroom?</p> <p>Texts: Bhukhanwala, F., <i>Strategies for building a learning community</i> (BRIDGE) Hancock, Angeline B. Davis, <i>Why establish learning communities?</i> (BRIDGE) Kutz and Roskelly, <i>Creating the classroom community: New Roles for teachers and learners</i> (WebCT)</p> <p>Due: Think Piece</p>
5. September 11	<p>What counts as writing in secondary English classrooms? What kinds of writing are my students expected to do by stakeholders other than me? Texts: Georgia Performance Standards (WebCT) NCTE Standards (WebCT)</p>
6. September 18	<p>What can count as writing in secondary English classrooms?</p> <p>Texts: Kutz and Roskelly, <i>Writing as composing</i> (WebCT)</p>

	Resources from the National School Reform Faculty website: http://www.harmonyschool.org/nsrf/protocol/lce.html . Smagorinsky, P., Ch. 11, <i>Multimedia Composing with a big tool kit</i> (WebCT)
7. September 25	What kinds of writing will I ask my students to do? Texts: Hillocks, <i>Theory into practice: Observing and writing</i> (WebCT) Murphy and Gordon, <i>Focusing on the rhetorical problem, not the number of paragraphs: Strategies for Standardized writing assessments.</i> (WebCT)
8. October 2	How do various stakeholders measure success for student writing? Texts: Georgia Writing Assessments (GADOE Website – See link on WebCT) Spandel, Ch.2 Due: Teacher (other than MT) Writing Assessment Interview
9. October 9	How will students and I know when they have written successfully? What will successful writing look like in my classroom? Texts: Spandel, Chapters 1 and 3 Due: Self-generated Writing Assignments and Reflections
10. October 16	How will students and I know when they have written successfully? What will successful writing look like in my classroom? Text: Spandel, Chapter 7
11. October 23	In what ways do students understand and execute my writing assignments differently and similarly to my intentions?
12. October 30	How will students and I know when they have written successfully? What will successful writing look like in my classroom? (Focus on Conventions of Writing) Texts: Weaver, Chs. 1 and 2 (WebCT) Smagorinsky, Ch. 10 (WebCT) Due: Think Piece
13. November 6	How will students and I know when they have written successfully? What will successful writing look like in my classroom? (Focus on Conventions of Writing)

	Texts: Weaver, Ch. 5 and Appendix (WebCT)
14. November 13 No Class	Teaching November Unit
15. November 20 No Class	Teaching November Unit
November 27	What are my thoughts about the teaching of writing after completing my November Unit? Due: Student Interview
	Portfolio Defenses 12/10 – 12/14

Bibliography of Required Texts

Full Texts

Spandel, V. (2005). *Creating writers: Through 6-trait writing assessment and instruction* (4th Ed.). Boston, MA: Pearson Education, Inc.

BRIDGE Texts

Bhukhanwala, F.(n.d.). *Strategies for building a learning community*. Available from The BRIDGE, <http://www.teachersbridge.org>.

Hancock, A. B. D. (n.d.). *Why establish learning communities?* Available from The BRIDGE, <http://www.teachersbridge.org>.

WebCT Texts

Georgia Department of Education. (2005). *Georgia standards. org: Gateway to education and professional resources*. Retrieved November 1, 2006, from <http://www.georgiastandards.org/>

Hillocks, George (1975). *Theory into practice: Observing and writing*. Urbana, Illinois: ERIC & NCTE.

Johannessen, Larry R. & McCann, T.M. (2002). *In case you teach English: An interactive casebook for prospective and practicing teachers*. Upper Saddle River, NJ: Merrill Prentice Hall. (Case 19 *When do they do grammar?*)

Kutz, E. & Roskelly, H. (1991). *An unquiet pedagogy: Transforming practice in the English classroom*. Portsmouth: Boyton/Cook Publishers. (Chapter 6 *Writing as Composing*, Chapter 9 *Creating the classroom community: New roles for teachers and learners.*)

- Murphy, S. L., & Gordon, B. (2006). Focusing on the rhetorical problem, not the number of paragraphs: Strategies for Standardized writing assessments. *Connections*, 43(1), 1-18.
- Myers, M. (1996). *Changing our minds: Negotiating English and literacy*. Urbana, IL: NCTE. (Chapter 4 *Recitation and report literacy: 1864-1916*, Chapter 5 *A literacy of decoding, defining, and analyzing: 1916-1983* Excerpted to WebCT)
- National Council of Teachers of English. (n.d.) *Standards for the English language arts*. Retrieved August 6, 2007, from <http://www.ncte.org/about/over/standards/110846.htm>
- Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, N.J.: Merrill Prentice Hall. (Chapter 10 *Teaching grammar*)
- Weaver, C. (1996). *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook Publishers. (Chapter 1 *Grammar and the teaching of grammar: An introduction*, Chapter 2 *Teaching grammar: Reasons for, evidence against*, Chapter 5 *Reconceptualizing the teaching of grammar*, and Appendix).