

ELAN 4450: *Teaching Writing in the Secondary School*

Fall, 2005

Tuesday, 2:00-4:45, Room 116/117

Professor: Peter Smagorinsky

Office Phone: 542-4507

fax: 542-4509

E-mail: [smago@uga.edu](mailto:smago@uga.edu)

Office Hours: by appointment

*Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

*Another note: 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.*

*Last note: I am required to say these things on my syllabus.*

COURSE DESCRIPTION

This course is designed to teach you how to teach writing to secondary school students. It will be very practice- and activity-oriented; that is, my goal is for you to leave the class with the ability to design writing instruction appropriate to your students' needs, and you will do so by engaging in the sorts of activities that you will eventually design. Ideally, you will be able to apply this knowledge to your work in ELAN 4400, where you will be learning broader instructional planning ideas. Even more ideally, you will, I hope, be able to apply this knowledge during your field experiences and student teaching, and eventually in your long and illustrious teaching career.

TEXTS

This class will begin the year with a set of texts that you can download free from the TAPPP website. The home page of this fine website is <http://www.coe.uga.edu/~smago/TAPPP/TAPPP.htm>, and you should bookmark it—it provides you with many resources that will help you throughout the year. In addition the fall block of courses will use WebCT.

The Free Downloadable Books page is [http://www.coe.uga.edu/~smago/Books/Free\\_Downloadable\\_Books.htm](http://www.coe.uga.edu/~smago/Books/Free_Downloadable_Books.htm). From this page, download the following:

Hillocks, G. (1975). *Observing and Writing*. Urbana, IL: National Council of Teachers of English.

Hillocks, G., McCabe, B. J., & McCampbell, J. F. (1971). *The Dynamics of English Instruction, Grades 7-12*. New York: Random House. PART FOUR: COMPOSITION

Johannessen, L. (1992). *Illumination Rounds: Teaching the Literature of the Vietnam War*. Urbana, IL: National Council of Teachers of English.

Johannessen, L., Kahn, E., & Walter, C. C. (1982). *Designing and Sequencing Prewriting Activities*. Urbana, IL: National Council of Teachers of English.

Rubin, D. L., & Dodd, W. M. (1987). *Talking into Writing*. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P. (1991). *Expressions: Multiple Intelligences in the English Class*. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P., & Gevinson, S. (1989). *Fostering the Reader's Response: Rethinking the Literature Curriculum, Grades 7-12*. Palo Alto, CA: Dale Seymour.

Smith, M. W. (1984). *Reducing Writing Apprehension*. Urbana, IL: National Council of Teachers of English.

We will also read the following books, which you may purchase from any online vendor or other bookseller of your choice:

Kirby, D., Liner, T., & Vinz, R. (1988). *Inside out: Developmental strategies for teaching writing*. Portsmouth, NH: Heinemann.

Noden, H. (1999). *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Heinemann.

Shaughnessy, M. P. (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press.

Fun Fact

"syllabus": Syllabus began life as a printer's error in a 15th-century edition of Cicero's Epistles to the Atticans. In this work Cicero had written "indices . . . quos vos Graeci . . . sittubas appelatis," meaning "indexes, which were called sittubas by the Greeks." The printer misprinted "syllabos" for "sittubas" and syllabos, later slightly changed to syllabus (instead of sittubas), became a synonym for index. Its meaning of index or table of contents was later expended to mean "an outline or other brief statement of a discourse, the contents of a curriculum, etc." Source: *The Facts on File Encyclopedia of Word and Phrase Origins* by Robert Hendrickson

### COURSE PROJECTS

Since the purpose of the class is to learn how to design instruction in the area of writing, you should not be surprised to learn that you will be evaluated on your ability to design writing instruction. You may design your writing instruction in collaboration with 1-2 classmates, or work individually, on any of the assignments. Presently, I plan for there to be about 3 intermediate designs and 1 major design for the course, but will wait until the course is in motion before making any firm decisions.

For now, it's important to understand that the purpose of the course is NOT to teach you how to make assignments, but to teach you how to teach students to write. That is, if you assign any kind of writing—analytic essay, comparison/contrast essay, narrative, etc.—you then assign YOURSELF the responsibility of teaching your students HOW to produce that kind of writing. More on this as the course unfolds.

### IMPORTANT INFORMATION FOR EVERYONE TO KNOW

- Absences. Any absences are frowned upon. Consult with me if an emergency arises. Otherwise, I expect to see you in class every week. Now is the time that you begin to think like a teacher instead of like a student. For students, pretty much everything is optional; for teachers, you've got to be present and ready to go every day, every class, unless you're out sick or taking care of an emergency.
- Incompletes. I will not give incompletes as a final course grade. If all required work is not turned in at the end of the semester, you will receive a failing grade for the course.

- Late work. Assigned work turned in late will be marked down a letter grade and will receive sketchy comments.
- Participation. You are expected to take an active part in class activities.
- Responsibility: You are responsible for your work. I will absolutely not accept any excuses such as "I gave my project to the secretary" or "I slid it under the door, the janitor must have thrown it out" or "I accidentally erased my project from the disk." Should you make such a claim I'll simply ask you to print out another copy, since I assume that you have backed up your work.

CLASS SCHEDULE: As of now, the following schedule will structure our activity and learning this semester. Since this is the first time I've taught the course, I will undoubtedly get many fine new ideas based on our experiences together and adjust things as we go along. But for now, here's the schedule of readings. I will build in assignments as the semester unfolds.

Week 1: Introduction

Week 2: Hillocks, G. (1975). *Observing and Writing*. Urbana, IL: National Council of Teachers of English.

Week 3: Johannessen, L., Kahn, E., & Walter, C. C. (1982). *Designing and Sequencing Prewriting Activities*. Urbana, IL: National Council of Teachers of English.

Week 4: Smith, M. W. (1984). *Reducing Writing Apprehension*. Urbana, IL: National Council of Teachers of English.

Week 5: Johannessen, L. (1992). *Illumination Rounds: Teaching the Literature of the Vietnam War*. Urbana, IL: National Council of Teachers of English.

Week 6: Smagorinsky, P. (1991). *Expressions: Multiple Intelligences in the English Class*. Urbana, IL: National Council of Teachers of English.

Week 7: Rubin, D. L., & Dodd, W. M. (1987). *Talking into Writing*. Urbana, IL: National Council of Teachers of English.

Week 8: Smagorinsky, P., & Gevinson, S. (1989). *Fostering the Reader's Response: Rethinking the Literature Curriculum, Grades 7-12*. Palo Alto, CA: Dale Seymour.

Week 9: Hillocks, G., McCabe, B. J., & McCampbell, J. F. (1971). *The Dynamics of English Instruction, Grades 7-12*. New York: Random House. PART FOUR:  
COMPOSITION

Week 10: Shaughnessy, M. P. (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press.

Week 11: Shaughnessy, M. P. (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press.

Week 12: Noden, H. (1999). *Image Grammar: Using Grammatical Structures to Teach Writing*. Portsmouth, NH: Heinemann.

Week 13: Kirby, D., Liner, T., & Vinz, R. (1988). *Inside out: Developmental strategies for teaching writing*. Portsmouth, NH: Heinemann.

Week 14: Kirby, D., Liner, T., & Vinz, R. (1988). *Inside out: Developmental strategies for teaching writing*. Portsmouth, NH: Heinemann.

Week 15: Sharing of course projects

Fun optional thing to do in your copious spare time:  
The NCTE Assembly for the Teaching of English Grammar (ATEG) maintains an Internet mail list where all aspects of the teaching of English grammar are discussed. To subscribe, go to the ATEG listserv website at <http://ateg.org/>. Alternatively, send email to [listserv@listserv.muohio.edu](mailto:listserv@listserv.muohio.edu) with no subject, no signature, and this one line in the message:

subscribe ATEG yourfirstname yourlastname

NCTE also sponsors a number of other listserves, which you can subscribe to using the information at <http://www.ncte.org/member/community/listservs/119605.htm>. Many teachers find these discussion groups to be very stimulating and useful in thinking about their teaching.

