

ELAN 4450: TEACHING WRITING (AND SPEAKING) IN THE SECONDARY SCHOOL

Fall 2006

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The art of writing, like the art of love, runs all the way from a kind of routine hard to distinguish from piling bricks to a kind of frenzy closely related to delirium tremens.

--H.L. Mencken (1956). *Minority Report*, no. 24, Knopf.

Extensive conversational practice on extended topics, with multiple speakers, and in a variety of roles is necessary to fuel language development. Classrooms, with one teacher and many same-age students, cannot offer oral language practice sufficient to arm speakers with large vocabularies, fluency across syntactic and generic forms, or experience in taking on multiple roles as speakers and performers.

--Shirley Brice Heath (2005). *Journal of Language and Literacy*, no. 1, UGA.

COURSE PURPOSE

The purpose of this course is to consider approaches to teaching writing and speaking in secondary schools. We will look broadly at how educational researchers, teacher educators, and classroom teachers have analyzed, interpreted, and used writing and performance pedagogically within the secondary English classroom. We will embrace National Writing Program philosophy that teachers of writing are writers themselves. The course is designed to offer theoretical underpinnings and practical techniques for classroom discourse, implementation of writing and speaking programs. Central to our work is the question, "What is the purpose of studying English in high school?" Specifically, how do writing assignments or speaking performances work towards that purpose (or those purposes)?

COURSE NORMS¹

As we discuss course readings, share writing and teaching, develop professional discourses, I encourage all class members to take a reflective stance in their participation. Dewey offered three dispositions as the undergirders of reflective action: openmindedness, responsibility, and wholeheartedness. Zeichner and Liston (1996) unpacked these stances:

1. **Openmindedness:** A class member who demonstrates "'openmindedness' shows an active desire to listen to more sides than one, gives full attention to alternative possibilities, and recognizes the possibility of error in beliefs that are dearest to her/him." Entering sympathetically into discussions with opposing points of view should offer nuance to previously held beliefs and critique of previously held assumptions.
2. **Responsibility:** A class member who demonstrates "'responsibility' carefully considers the consequences to which an action leads." What are the personal, academic, social and political consequences of your participation or lack of participation?
3. **Wholeheartedness:** A class member who is "'wholehearted' regularly examines her/his own assumptions and beliefs and the results of her/his actions and approaches all situations with the attitude that she/he can learn something new." I would add that

¹ Many thanks to Dr. Amy Johnson for her contribution to this section.

wholeheartedness means engaging in all educational opportunities—readings, discussions, writing, and teaching—with genuine effort and interest in learning.

REQUIRED TEXTS

Kirby, Liner, and Liner (2004). *Inside out: strategies for teaching writing*. Portsmouth, NH: Heinemann.

Newkirk, T. (1997). *The performance of self in student writing*. Portsmouth, NH: Boynton/Cook Publishers.

Selected articles (downloadable & printable online at WebCT)

ASSESSMENT, ATTENDANCE, AND ACADEMIC HONESTY, AND ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES

I will uphold the program procedures at WebCT English Education and The University of Georgia policies regarding these issues.

CLASS SCHEDULE

Adjustments & additions to the schedule may be needed and will be announced well in advance.

DATE	CLASS ACTIVITIES	Readings/Assignments
Aug 15	NO CLASS	
August 22 Class #1	Class Expectations/Observation Opening Activity: First Days Intro: Names Syllabus/ <i>Bricoleur</i> (<i>Huberman's Artisan Article</i>) Activity: Assessing Writing Activity (<i>Kirby Chapter 9</i>) Activity: Updike Poem Walkabout Discussion: Some First Days: Video	LIVETEXT/WEBCT Writing: 1) Observation Notes of a Student Ideally, you will chart this student's writing/speaking progress through the semester/year 2) Response to Reading on WebCT READINGS: 1) Kirby et al, Ch 1 2) Livetext/WEBCT articles-- NCTE Beliefs about Writing
August 29 Class #2	Observation Turned Pedagogy Bridge: Student Observation Poem Activity: Sniff Around/Unit Roleplay: Impromptu Fear Whole Discussion	LIVETEXT/WEBCT Writing: 1) Snapshot Essay/Reflection (hard copy) 2) Response to Reading READINGS: 1) Kirby et al, Ch. 4 2) Newkirk, Ch 5
September 5 Class #3	Dynamic Pedagogy Bridge: Golden Lines	LIVETEXT/WEBCT Writing: 1) Finish one station's

	<p>Activity Stations: Bug Observation, Cookie Comparison, Song Evaluation, Sales Pitch, Process Essay</p> <p>Roleplay: Impromptu Fear</p> <p>Whole Discussion</p>	<p>writing/Reflection</p> <p>2) Interview your Mentor Teacher</p> <p>READINGS:</p> <p>1) Kirby et al, Ch. 3</p> <p>2) Hillock's <i>Teaching Writing</i> Ch 4</p>
<p>September 12 Class #4</p>	<p>Argument for Traditional Pedagogy</p> <p>Bridge: Interview Soundbites</p> <p>Activity : SAT Prompt</p> <p>Roleplay: Writing Group Dynamics</p> <p>Whole Discussion</p> <p>Writing Groups: First Meeting/Brainstorm</p>	<p>LIVETEXT/WEBCT Writing:</p> <p>1) Develop Draft #2 of Piece</p> <p>2) Bring in writing assignment or strategies from MT to share</p> <p>READINGS:</p> <p>1) Kirby et al, Chs 2, 12</p> <p>2) Newkirk, Ch. 7</p> <p>3) Excerpt from Grossman's <i>Making of a Teacher</i></p>
<p>September 19 Class #5</p>	<p>Hybridity Teaching</p> <p>Bridge: Share writing assignments or strategies</p> <p>Activity: <i>Jim Marshall's example</i></p> <p>---Analytical/explication de texte</p> <p>Roleplay: Student/teacher conference: writing conference</p> <p>Writing Group: Second Meeting/RAGS</p>	<p>LIVETEXT/WEBCT Writing:</p> <p>1) Response to Writing Group Member</p> <p>2) Observations of Student Talk</p> <p>READINGS:</p> <p>1) Kirby et al, Ch 6</p> <p>2) Articles by Dyson and Williamson</p>
<p>September 26 Class #6</p>	<p>Argument for Oral Literacy</p> <p>Bridge: Discussion of Reading and Observations</p> <p>Activity: Philosophical Chairs/ Fishbowl/Impromptu</p> <p>Roleplay: Reluctant Speaker</p>	<p>LIVETEXT/WEBCT Writing:</p> <p>1) Finalize Draft of Piece</p> <p>2) Respond to Readings and Submit Questions for Red Clay WP Panel</p> <p>READINGS:</p> <p>1) Kirby et al, Ch 8</p> <p>2) Newkirk, Chs. 3/4</p> <p>3) Excerpts from Atwell, Lamott,</p>
<p>October 3 Class #7 Mid-term</p>	<p>Strategies for Responding to Student Writing</p> <p>Bridge: ?</p>	<p>LIVETEXT/WEBCT Writing:</p> <p>1) Prepare Lesson #1</p>

	<p>Activity: RCWP Panel</p> <p>Roleplay: Student/Teacher Conference-Behavior Problem</p> <p>Teaching Group: Prep Lesson #1</p>	
<p>October 10 Class #8</p>	<p>Teaching Writing</p> <p>Bridge: Setting up classrooms and cameras</p> <p>Activity: Teaching</p> <p>Discussion: How did it go?</p> <p>Roleplay: Conflict w/ Mentor Teacher</p> <p>Best Lesson Guest Appearance</p>	<p>LIVETEXT/WEBCT Writing:</p> <ol style="list-style-type: none"> 1) Reflection on Lesson #1/VAT 2) Bring in Student Portfolio of writing/observations <p>READINGS:</p> <ol style="list-style-type: none"> 1) Read over students' writing 2) Kirby et al, Ch 14
<p>October 17 Class #9</p>	<p>The Power of One</p> <p>Bridge: Teaching Group Share of Student Writing Portfolio</p> <p>Activity: Teaching Moments</p> <p>Roleplay: Organic Issue</p> <p>Teaching Group: Prep Lesson #2</p> <p>Best Lesson Guest Appearance</p>	<p>LIVETEXT/WEBCT Writing:</p> <ol style="list-style-type: none"> 1) Prepare Lesson #2
<p>October 24 Class #10 Fall Break</p>	<p>Teaching Writing #2</p> <p>Bridge: Setting up classrooms and cameras</p> <p>Activity: Teaching</p> <p>Discussion: How did it go?</p> <p>Roleplay: Conflict w/ Mentor Teacher</p> <p>Best Lesson Guest Appearance</p>	<p>LIVETEXT/WEBCT Writing:</p> <ol style="list-style-type: none"> 1) Reflection on Lesson #2/VAT 2) Bring in two sets of student writing (one your MT has commented on and the other she has not) <p>READINGS:</p> <ol style="list-style-type: none"> 1) Read over both sets of student writing 2) Article about paperwork management
<p>October 31</p>	<p>Sequence, Scope, and Mechanics</p>	<p>LIVETEXT/WEBCT Writing:</p>

Class #11	Bridge: Edit Machine Activity: Responding to Student Writing Roleplay- Conflict w/ Parent Discussion: Sequence, Scope, & Mechanics	Respond to the three lessons. VIEWINGS: View all three lessons in total.
November 7 Class #12 November Unit	Thrice Taught Lesson Discussion: Three Different Techniques Teaching Groups: Discuss upcoming unit	LIVETEXT/WEBCT Writing: Reflect on your best moments. READINGS: Kirby et al, Chs 15-16 Excerpts from the Bridge
November Unit	November 14 NO CLASS	
November Unit NCTE/Thanksgiving	November 21 NO CLASS	
November 28 Class #13 LAST CLASS	SLAMS, MAGS, FLOORS & VERDICTS: Bridge: Peruse student publications Activity: Student Congress/Trial Roleplay- Organic issue Teaching Groups: Discuss final unit	
<i>Final Exams</i>	<i>December 12</i> Writing Unit incorporated into Livetext Portfolio	<i>December 14</i>