

**ENG 480 Methods of Teaching Composition/
ENG 507 Special Problems and Issues in the Teaching of Composition
Spring 2009, Farmer Ed Bldg 226, TuTh 3:00PM - 4:15PM**

Course Description:

This course focuses on the knowledge and skills needed to teach writing at the middle and high school levels. Through study of and participation in various writing activities, students will gain a repertoire of instructional and evaluative techniques for teaching various modes of writing and for helping students to improve their written products. This repertoire will include guiding writers through a process model, creating a writers' workshop, using writing portfolios, learning about writing across the curriculum, designing composition units, utilizing Web 2.0 technologies, integrating writing instruction with other disciplines, and using the Six-trait Model, as aligned with the Arizona Department of Education Academic Standards. Students are expected participate in a professional and collaborative community aimed at meeting all of these goals. A grade of at least "C" in this course is required before students are permitted to student teach.

Instructor:

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Office hours: Tuesday/Thursday 4:15-5:30
and by appointment

Texts:

Atwell, Nancie. In The Middle: New Understandings About Writing, Reading, and Learning. 2nd. Portsmouth, NH: Boynton/Cook Heinemann, 1998.

Blasingame, Jim, and John H. Bushman. Teaching Writing in Middle and Secondary Schools. Upper Saddle River, NJ: Pearson Education, In., 2005

Noden, Harry R.. Image Grammar: Using Grammatical Structures to Teach Writing. Portsmouth, NH: Boynton/Cook Heinemann, 1999.

Course Goals:

By the end of class, you should know/ be able to ...

1. Give a writing assignment to a group of secondary English Language Arts students and get what you want (quality/quantity) from them! This entails (knowledge and skills you'll need):
 - a. Quality in the assignment itself
 1. Clearly connected to Arizona standards (and national standards, best practices)
 2. Appropriateness for age group
 3. Clarity of expectations (appropriately differentiated for different kinds of learners)
 4. Not asking questions that Google (or Wikipedia) can answer
 - b. Knowing how to establish routines and rituals, processes and procedures, strategies and variations – that make for a successful classroom writing environment
 1. Models and modeling
 2. Practices and disciplines
 3. Metacognitive processing
 4. Logistics and classroom management

- c. Recognizing the quality of the product (based on feedback and scaffolding) (see next goal)
2. Receive a group of student writings and know how to respond to them
 - a. Provide appropriate feedback
 - b. Know something (by looking at a student's work) about what else needs to be learned or practiced by the writer
 - c. Know what work is good, and know how to articulate the basis of your assessment
3. Backwards-design a course (as series of experiences, lessons, and more) that incorporates all the good things you've learned in order to be able to accomplish goals 1 and 2.
 - a. Know that you are meeting state standards, and be able to prove it
 - b. Recognize and have strategies for dealing with barriers (time, technology access, and more)
 - c. Create and sustain a good environment for learning, ideally in a collaborative community

Assignments and Evaluations

This is a "hybrid" class that will combine on-line and face-to-face interactions. All materials will be provided through the Blackboard Course Management System. ***All assignments must be submitted using Blackboard.*** Further details of writing and project assignments will be provided on Blackboard and discussed in class. There is a detailed calendar available, but it may change as the semester progresses.

Please note that several assignments in this class have an extensive collaborative component. It is essential that class members participate in these projects as a way of learning the challenges and benefits of a professional community. Students will have frequent opportunities for self-assessment and for commentary on the group processes that are required.

1. Throughout the semester students will contribute (in small groups) to a **text-response wiki**, writing about, and making relevant links to resources, all related to readings in the Blasingame & Bushman and Atwell texts. **25 points.**
2. The first collaborative project will involve "**twittering**" (**following**) a **secondary English Language Arts writing assignment from start to finish**, and a creative presentation of findings on VoiceThread. **10 points.**
3. **The Best Practices Electronic Portfolio** is the major cumulative project of the class. Students will prepare and present materials for this portfolio throughout the semester, and those processes will figure into the final grade. **40 points.**
4. **Participation** in class (beyond physical, timely attendance – see below). In this class, a key dimension to participation is *being prepared* with readings and writings to discuss, with presentations to give or materials to share, as scheduled. **10 points.**
5. For the **final exam**, students will be under the pressure of time – just like a real teacher! The final exam will require responding to, and assessing the quality of, the work of secondary English Language Arts students. The final exam period is scheduled for May 7. **15 points.**
6. Students enrolled in ENG 507 are expected to complete all the assignments listed above. In addition, they will complete the following for **20 additional points.**
 - a) Contribute to a separate graduate-student wiki/blog commenting on class activities
 - b) Collaborate in pairs on a demonstration lesson (see course calendar) based on material from Noden, and lead a "processing" class discussion on the instructional techniques they employ
 - c) Create an annotated bibliography of resources related to the demonstration lesson
 - d) Create a chart or other diagram that explicitly connects the demonstration lesson to Arizona standards

Grading:

I will award plus and minus grades based on the percentages of points earned. You will be able to report on your own learning and participation as part of this process.

The students who do exemplary work will earn:

A+100+ A 94-99 A- 90-93

Many students who participate fully and work hard will earn:

B+ 87-89 B 84-86 B- 80-83

Students who complete all the work but do not meet expectations for quality earn:

C+ 77-79 C 70-76

Students who do not complete one or more of the major assignments, or do substandard work, or who disappear:

D 60-69 F Below 60

Attendance, Punctuality, and Late Work:

Being reliable and conscientious is part of becoming a professional. As your instructor, I see your attendance as a reflection of your commitment to teaching. You should plan to attend *all* class sessions. If you miss more than two, each additional absence will deduct two points from your final semester grade. If you arrive late or sneak out early without explanation, I take it personally.

Regardless of the reason for an absence, you will be held accountable for what you missed. Visit with me by e-mail, by phone or in person to take care of missed materials and assignments. It is a matter of professional courtesy that you contact me before the fact when you can and contact your classmates (if you are missing a responsibility to them). Some class sessions will be very difficult to make up (presentations, etc). There should be some opportunities over the course of the semester to earn back lost points through attending English language arts-related events.

Late work will only be accepted through a conference with me about why it is late and when you will have it finished. Late work is likely to result in a lower grade.

Sensitive Issues:

As this class will concern itself with the public schooling of adolescents, we may find ourselves considering topics in politics, language, commerce, religion, and other touchy areas. A specific topic of this course is the nature of a professional community, and that includes setting and abiding by civil norms of discourse – as a group, we’ll put these norms of respect and consideration into practice.

Standards-Based Focus:

The state of Arizona has implemented Arizona Department of Education Academic Standards for K-12 (www.ade.state.az.us/standards) and for teachers, too (<http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>). As a result of this course, your students should be prepared to meet each of the ADE Writing Standards and you should be prepared to meet the ADE Teaching Standards.

Arizona Professional Teaching Standards

<p>Standard 1: The teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the district’s assessment plan.</p>	<ol style="list-style-type: none"> 1. Focuses instruction on Arizona’s academic standards 2. Focuses instruction on the school’s and district’s academic standards 3. Aligns curriculum with the student assessments 4. Addresses any physical, mental, social, cultural, and community differences among learners 5. Addresses prior knowledge of individual and group performance 6. Indicates short and long term curriculum goals 7. Includes appropriate use of a variety of methods, materials, and resources
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	<ul style="list-style-type: none"> 8. Includes learning experiences that are developmentally appropriate for learners 9. Includes learning experiences that address a variety of cognitive levels 10. Includes learning experiences that are appropriate for curriculum goals 11. Includes learning experiences that are based upon principles of effective instruction 12. Includes learning experiences that accurately represent content 13. Incorporates appropriate assessment of student progress
Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.	<ul style="list-style-type: none"> 1. Establishes and maintains standards of mutual respect 2. Displays effective classroom management 3. Encourages the student to demonstrate self-discipline and responsibility to self and others 4. Respects the individual differences among learners 5. Facilitates people working productively and cooperatively with each other 6. Provides a motivating learning environment 7. Promotes appropriate classroom participation 8. Listens thoughtfully and responsively 9. Organizes materials, equipment, and other resources appropriately 10. Applies to daily practice the ethics of the profession
Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards	<ul style="list-style-type: none"> 1. Appropriately implements a teacher-designed lesson plan 2. Communicates to students specific standards and high expectations for learning 3. Links learning with students' prior knowledge, experiences, and backgrounds 4. Models the skills, concepts, attributes, or thinking processes to be learned 5. Demonstrates effective written and oral communication 6. Uses appropriate language to communicate with learners clearly and accurately 7. Uses strategies that are appropriate to students' developmental levels 8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity 9. Encourages critical thinking 10. Connects lesson content to real life situations when appropriate 11. Uses technology and a variety of instructional resources appropriately 12. Uses a variety of effective teaching strategies to engage students actively in learning 13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students 14. Provides opportunities for students to use and practice what is learned 15. Adjusts instruction based on feedback from students
Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.	<ul style="list-style-type: none"> 1. Promotes student self-assessment 2. Uses a variety of appropriate formal and informal assessments aligned with instruction 3. Maintains records of student work and performance and uses them to guide instructional decisions 4. Offers students and parents appropriate feedback on progress toward learning expectations 5. Maintains privacy of student records and performance
Standard 5: The teacher collaborates with colleagues,	<ul style="list-style-type: none"> 1. Works with parents to enhance student learning at home and school 2. Collaborates with other professionals and agencies to improve the

<p>parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education.</p>	<p>overall learning environment for students 3. Accesses community resources and services to foster student learning 4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals 5. Collaborates with colleagues to achieve school and district goals</p>
<p>Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan.</p>	<ol style="list-style-type: none"> 1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning 2. Designs and continually adapts a professional development plan for improving instruction and student learning 3. Engages in activities that implement the professional development plan 4. Uses employer's documentation of his or her performance to develop a professional development plan 5. Pursues professional activities to support development as a learner and a teacher
<p>Standard 7: The teacher has general academic knowledge as demonstrated by attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge & performance to meet Arizona standards.</p>	<ol style="list-style-type: none"> 1. Skills and concepts related to the subject area <ul style="list-style-type: none"> b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach. 2. Major facts and assumptions that are central to the discipline 3. Debates and the processes of inquiry that are central to the discipline 4. Integration of disciplinary knowledge with other subject areas 5. Connections between knowledge of the subject area and real life situations at the level of the students being taught
<p>Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning</p>	<ol style="list-style-type: none"> 1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level 2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas 3. Principles and techniques associated with various instructional strategies 4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals 5. Methods for recognizing and accommodating exceptional children 6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning 7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work 8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts 9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development 10. Measurement theory, interpretation of test results, and assessment-

	<p>related issues, such as validity, reliability, bias, and scoring</p> <p>11. Services and resources to meet the needs of exceptional children and how to access the services and resources</p> <p>12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system</p> <p>13. Laws and ethics related to student, parent, and teacher rights and responsibilities</p>
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Opportunities for Observation and Practice of the Standards

Students will create and present practice lessons based on the course objectives and Arizona Standards. These lessons may be videotaped, reviewed and critiqued. Students are also enrolled in a field experience supervised by the College of Education that provides them with a minimum of six hours of experience each week in the classroom of a middle or high school mentor English teacher. They will observe their mentor teachers creating and implementing lessons and evaluating students’ work. At the discretion and under the guidance of their mentor teachers, they may have the opportunity to create and implement their own lessons and to evaluate students’ work as deemed appropriate. Mentor teachers may be provided with an ENG 480 syllabus as desired. Students will discuss their field experiences periodically in class in relation to course topics.

The NCTE Definition of 21st-Century Literacies

Adopted by the NCTE Executive Committee February 15, 2008

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments