

SYLLABUS

Course title and number ENG 456, Section 1
Term (e.g., Fall 200X) Fall 2019
Meeting times and location TBD

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
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Email address gscala@deltastate.edu
Office hours TBD
Office location Kethley Hall 258

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Texts:

- Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Stenhouse Publishers, 2005.
- Gallagher, Chris and Amy Lee. *Teaching Writing That Matters: Tools and Projects That Motivate Adolescent Writers*. Scholastic Teaching Resources, 2008.
- Hicks, Troy. *Crafting Digital Writing: Composing Texts Across Media and Genres*. Portsmouth, NH: Heinemann, 2013.
- Marchetti, Allison, Rebekah O'Dell. *Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts*. Portsmouth, NH: Heinemann, 2015. [Companion Website: movingwriters.org]
- [RECOMMENDED] Maxwell, Rhoda S., Mary Meiser, Katherine S. McKnight. *Teaching English in Middle and Secondary Schools*, 5th ed. Pearson, 2011.
- Miller, Suzanne M. and Mary B. McVee, Eds. *Multimodal Composing in Classrooms: Learning and Teaching for the Digital World*. New York: Routledge, 2012.
- Smagorinsky, P., Johannessen, L. R., Kahn, E. A., & McCann, T. M. *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School*. Portsmouth, NH: Heinemann, 2010.

COURSE DESCRIPTION AND PREREQUISITES

ENG 456: Methods of Teaching Writing - Subject matter and methods of instruction for writing. Emphasis on teaching grammar, personal narrative, expository writing, creative writing, and the research essay. Special focus on various teaching methods to include writing as process, multimodal composition, and peer review. **Prerequisites: ENG 101 and 102; to be taken concurrently with ENG 304.**

LEARNING OUTCOMES AND OBJECTIVES

The student will:

- Demonstrate knowledge of methods of teaching writing
 - Objective 1: Students will develop lessons appropriate for a variety of writing assignments in two one-week unit plans

- Objective 2: Students will construct lessons with all required elements to include instructional goals and objectives, alignment with state standards, procedures, resources, plan for differentiation, and assessments
- Objective 3: Students will demonstrate knowledge of a variety of teaching strategies to include teaching writing as process, teaching multimodal writing, and teaching using peer review
- Demonstrate an ability to select genre-specific teaching strategies
 - Objective 1: Students will develop plans for teaching a variety of genres including personal narrative, expository writing, creative writing, and the research essay
 - Objective 2: Students will defend their teaching strategy selections in a reflection essay
- Develop as professional educators-in-training
 - Objective 1: Students will write or revise a philosophy statement on the teaching of writing
 - Objective 2: Students will align their plans with Mississippi's College and Career Readiness Standards for ELA 7-12
- Demonstrate knowledge of the current research on reading and learning
 - Objective 1: Students will read a chosen text in an area of writing pedagogy and write a formal review
 - Objective 2: Students will identify, select, read, and present a minimum of two articles dealing with any area of teaching writing in the ELA classroom
- Identify and present areas of pedagogical and scholarly interest
 - Objective 1: Students will develop an annotated bibliography with a minimum of 5 entries of scholarship they have read and presented to the class
 - Objective 2: Students will reflect on their own research and scholarship goals as young educators

GRADING POLICIES

Major Projects:

The major course assignments will include:

1. Weekly **Online Discussions** on Canvas;
2. Building a **Traditional Writing Unit Plan** for middle grades;
3. Creating an **Annotated Bibliography** of all materials assigned;
4. Writing a **Book Review** of one critical pedagogical text;
5. Creating a **Digital Writing Unit Plan** for grades 9-12.

In addition, you will create or add to an existing **Digital Portfolio** with the following sections: resume, philosophy, units & lessons, and scholarship.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of "W" is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form

(http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then

processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrar-office/>.

Letter Grade/Point Scale for ENG 456: Your final grade in English 456 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

A = 100-90;	Discussions	10%
B = 89-80;	Traditional Writing Unit Plan	20%
C = 79-70;	Annotated Bibliography	10%
D = 69-60;	Book Review	20%
F = 59 and below	Digital Writing Unit Plan	20%
	Portfolio	20%

Late Work:

All work must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox, submitted on Canvas, or emailed after the due date will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant

available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the e-campus course platform via Canvas.

IMPORTANT DATES

- TBD First day of class
- TBD Grades of W or F go into effect
- TBD Mid-semester grades reported
- TBD Semester Break – No Classes
- TBD Last day to withdraw from a course
- TBD Exams

WEEK 1 / AN INTRODUCTION TO THE COURSE

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 1. Becoming an English Teacher and Ch. 2. The Theoretical and Pedagogical Foundations of Teaching English.

Begin Outside Reading #1 – Annotation in annotated bib due by Week 5 / This is Option 1 of 3 for the Book Review Assignment: Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Stenhouse Publishers, 2005.

WEEK 2 / WRITING AS PROCESS

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 3. Language: Teaching About Spelling, Grammar, Mechanics, and Vocabulary; also read Smagorinsky, P., et. al. (2010). The dynamics of writing instruction: A structured process approach for middle and high school. Ch. 1. Approaches to Teaching Writing; and Ch. 2. A Structured Approach to Teaching Writing;

WEEK 3 / TEACHING WRITING: PLANNING & ASSESSMENT

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools Ch. 5. Teaching Writing and Ch. 10. Evaluating English Language Arts; also read: Smagorinsky, P., et. al. (2010). The dynamics of writing instruction: A structured process approach for middle and high school and Ch. 9. Putting it All Together: Creating a Writing Curriculum

WEEK 4 / UNIT PLANNING: THEORY & PRACTICE

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 11. Developing Units

TRADITIONAL APPROACHES TO WRITING – WRITING WITH MENTORS

WEEK 5 / AN INTRODUCTION TO WRITING WITH MENTORS

Homework: Read: Marchetti, Allison, Rebekah O'Dell (2015). Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts.

Ch. 1. A Classroom Where Mentors Matter;

Ch. 4. Introducing Students to Mentor Texts;

Ch. 7. Mentors Show Students How to Draft and Revise;

Ch. 8. Mentors Show Students How to Go Public;

Ch. 9. Mentors Show Students How to Be Independent [Companion Website: movingwriters.org]

Begin Outside Reading #2 – Annotation in annotated bib due by Week 10 / This is Option 2 of 3 for the Book Review Assignment: Gallagher, Chris and Amy Lee. Teaching Writing That Matters: Tools and Projects That Motivate Adolescent Writers. Scholastic Teaching Resources, 2008.

WEEK 6 / ACADEMIC ARGUMENTATION & THE COMPARISON/CONTRAST ESSAY

Homework: Read: Smagorinsky, P., et. al. (2010). The dynamics of writing instruction: A structured process approach for middle and high school, Ch. 5. Teaching Argumentation Essays and Ch. 6. Teaching Comparison and Contrast Essays; also read: Marchetti, Allison, Rebekah O'Dell (2015). Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts, Ch. 5. Mentors Show Students How to Play and Ch. 6. Mentors Show Students How to Plan

WEEK 7 / THE RESEARCH PAPER

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 6. Writing and Evaluating Research Papers; also read: Smagorinsky, P., et. al. (2010). The dynamics of writing instruction: A structured process approach for middle and high school, Ch. 8. Teaching Research Papers, and Marchetti, Allison, Rebekah O'Dell (2015). Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts, Ch. 2. Developing a Mentor Text Habit of Mind and Ch. 3. Moving from Mentor Texts to Writing Lessons

WEEK 8: / TEXT SELECTION, PLANNING & ASSESSMENT

Homework: Review the state standards for your selected grade level, choose either a comparison/contrast writing assignment or a research essay assignment, and create a one-week unit using a selection of mentor texts. At least one of your five lessons must include specific instruction in the writing process, and all of your lessons must incorporate elements of the writing process. Include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment. Include a plan for differentiated instruction. The final Traditional Writing Unit Plan will be due at the end of the semester. One mini-lesson presentation will be due next week.

WEEK 9: / TRADITIONAL WRITING UNIT PRESENTATIONS

In Class: Student presentations of mini-lessons with discussion and critique.

DIGITAL APPROACHES TO WRITING – WRITING IN THE MULTIMODAL WORLD

WEEK 10: AN INTRODUCTION TO MULTIMODAL WRITING

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 9. Media Literacy: Technology, Media, and the Language Arts; also read: Hicks, Troy (2013). Crafting Digital Writing: Composing Texts Across Media and Genres, Ch. 1. Introduction, Ch. 2. Author's Craft, Genre Study, and Digital Writing, Ch. 3. Crafting Web Texts. Read: "Summary Statement on Multimodal Literacies and Technology." National Council of Teachers of English (2008). Retrieved from: <http://www.ncte.org/governance/MultimodalLiteracies>

Begin Outside Reading #3 – Annotation in annotated bib due by Week 15 / This is Option 3 of 3 for the Book Review Assignment: Miller, Suzanne M. and Mary B. McVee, Eds (2012). Multimodal Composing in Classrooms: Learning and Teaching for the Digital World. New York: Routledge.

WEEK 11 / CREATIVE WRITING AND THE PERSONAL ESSAY

Homework: Read: Smagorinsky, P., et. al. (2010). The dynamics of writing instruction: A structured process approach for middle and high school, Ch. 3. Teaching Fictional Narratives and Ch. 4. Teaching Personal Experience Narratives; also read: Hicks, Troy (2013). Crafting Digital Writing: Composing Texts Across Media and Genres, Ch. 4. Crafting Presentations and Ch. 5. Crafting Audio Texts; and Sewell, William C. and Shawn Denton. "Multimodal Literacies in the Secondary English Classroom." English Journal, 100.5 (2011): 61-65. Retrieved from: <http://www.iag-online.org/resources/2015-Handouts/Corcoran/EJMultimodalLiteracies.pdf>

WEEK 12 / YOUTUBE & SOCIAL MEDIA

Homework: Read: Hicks, Troy (2013). Crafting Digital Writing: Composing Texts Across Media and Genres, Ch. 6. Crafting Video Texts, Ch. 7. Crafting Social Media, and Ch. 8. Modeling and Mentoring the Digital Writing Process

WEEK 13: / TEXT SELECTION, PLANNING & ASSESSMENT

Homework: Review the state standards for your selected grade level, choose either a creative writing assignment or a personal essay assignment, and create a one-week unit using a selection of web mentor texts and incorporating at least one of the following: video, audio, or social media elements. At least one of your five lessons must include specific instruction in the writing process, and all of your lessons must incorporate elements of the writing process. Include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment. Include a plan for differentiated instruction. The final Digital Writing Unit Plan will be due at the end of the semester. One mini-lesson presentation will be due next week.

WEEK 14: / MULTIMODAL WRITING UNIT PRESENTATIONS

In Class: Student presentations of mini-lessons with discussion and critique.

WEEK 15: / WRITING PEDAGOGY PHILOSOPHY & PORTFOLIO BUILDING

Homework: Read: Maxwell, Rhoda S., et. al. (2011). Teaching English in Middle and Secondary Schools, Ch. 12 – Your Starting Role: Student Teaching and Beyond