Objectives:
This course will focus on the processes involved in composing in a variety of genres. We will discuss approaches, methods, and organizational formats in high school and middle school writing classrooms. Our goal is to learn to help adolescents write with increasing competence and confidence in response to a variety of writing tasks. The course is designed to help students acquire the competencies described in the Illinois State Board of Education Teaching Standards related to the teaching of writing—particularly Content Area Standards 1, 9, 13, 14, 15, 16, 17, and 18.

Course Requirements and Grading:
1. completion of a writing portfolio including all written assignments with peer comments and evidence of revision—20%
2. completion of all reading assignments and informed participation in class discussions------20%
3. compilation of a teacher portfolio of writing resources and ideas for grades 6-12—40%. Please note that 1/2 of this 40% (20%) will come from your identification and following of a Puzzle throughout the course—that is, a problem or question in the teaching of writing that you identify, follow with particular interest, perhaps modify, and think about throughout the class. Your portfolio must include a section on this Puzzle with a tentative conclusion clearly marked. Post-It notes or similar markings are strongly encouraged.
4. completion of a conferencing notebook plus evidence of participation in e-mail or listserv discussions—10%
5. oral and short written review of an English Journal or Voices from the Middle article from the article packet (or, if you are working primarily in another discipline like science or social studies, an article on the teaching of writing in that subject area if you wish) —5%
6. final assessment—5%

We will have a signup system (See below.) for reporting on the professional articles in the article packet: Sign up for a date and an article as noted in the syllabus below and bring in a one-page (maximum) summary of the article for a quick sharing at the beginning of class. Please bring enough copies of the one-page summary for all of us to share.

In addition, you are encouraged to bring in a prose passage or short poem to share at the beginning of class—no signups. Just bring in a piece of writing you admire and want to share.

Required Texts:
Gere, A. (2005) Writing on Demand Heinemann 0-325-00728-4
Kahn, E. (1984) Writing about Literature. NCTE 0-8141-5877-3*
Tchudi, S., ed. (1997) Alternatives to Grading Student Writing. NCTE 0-8141-0130-5*
Weaver, C., ed. (1998) Lessons to Share Heinemann 0-86709-394-3

**Recommended Texts:**

**Please choose one of the following:**
Michaels, J. (1999) Risking Intensity. NCTE

In addition, a course packet is available from Quartet.
Please note that the coding system preceding each class refers to the Illinois State Board of Education Content-Area Standards for English Language Arts with respect to the teaching of writing.

**Very important note:** Because the ISBE Professional Teaching Standards and K-12 Goals and Standards are so central to our work and because so much of your professional work in the future is likely to be based on them, it is a requirement in this class that whenever you turn in an assignment or share an article, you specify and type in at the top or in the header the competencies you are demonstrating in it or acquiring from it, phrased in terms of the applicable ISBE Professional Teaching Standard or Standards. In addition, whenever you turn in a classroom-based assignment, you must also specify and write out the ISBE Learning Goal(s) and Standard(s) the K-12 students would be acquiring as a result of the instruction you are describing. In addition, you may have further goals in mind for your students—for example, affective goals. If so, feel free to add them.

Please also note that as a prospective English teacher, you must model accurate reading, clear and correct writing, and standard speech. (By the way, your pieces of original writing are a particularly good opportunity to demonstrate your thorough mastery of the ISBE Language Arts Standards for All Teachers.) If your literacy skills need work, you should consult your adviser. If I notice deficiencies I will discuss them with you and your adviser. Please see the ISBE Language Arts Standards for All Teachers for specifics on this requirement.

**School of Education and Social Policy Conceptual Framework**

“As active participants in the field of education, our candidates will strive for improvement and innovation based on inquiry that is grounded in reflection and research. The candidates will have

1. A vision of learning that focuses on:
1. Understanding student thinking about the subject matter,
2. Reflection and research as a means of learning,
3. Learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs, and work together to address questions and concerns;
4. Authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom, and
5. The use of technology by extending learning opportunities and thinking.

2. A vision of the learner that focuses on:
   1. lifelong learning and development shaped by social contexts
   2. Student diversity as resource for educational community.

3. A vision of teaching that focuses on:
   1. Connection of theory to practice, where candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
   2. Professional conduct that is responsible and ethical.”

This course will emphasize the following elements of the Conceptual Framework: 1.) A vision of learning—1.1, 1.2, 1.3, 1.4; 2.) A vision of the learner—2.1, 2.2, and 3.) A vision of teaching—3.1, 3.2

School of Education and Social Policy—Academic Integrity Statement

Students in this course are expected to comply with the policies found in the booklet “Academic Integrity at Northwestern University: A Basic Guide.” Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: [http://www.northwestern.edu/uace/](http://www.northwestern.edu/uace/). If you need a copy of the brochure, visit the SESP Student Affairs Office.

Tentative Outline:

**March 29 and 30: Workshop Structures**—what does the metaphor imply?

1. The competent English language Arts teacher understands and uses good pedagogical skills.
2. The competent English language arts teacher knows that all instruction should be based upon an assessment of students’ current knowledge and abilities.

introductory poem
course introduction: working with the texts
KWL on the teaching of writing: Find some **puzzles**—problems, questions, or challenges in the teaching of writing that you are interested in working on during this course.

Britton’s genre continuum

establishment of framework for writing assignments, workshop, and email writing circles

discussion of NCTE membership and listserv requirements

sample writing exercise

Begin conferencing notebook—what can we learn from these conferences?

Assignments for April 4:
1) Join one of the NCTE listservs. (You must be an NCTE member to join.)
2) Read Kirby and bring a list of topics you wish to discuss from this text. Focus on the authors’ description of nature of writing processes---recursive, messy, and idiosyncratic.
3) Post a response to Kirby to your e-mail writing circle by 6 PM Sunday evening.
4) Read pp. 3-26 of Atwell for a brief introduction to her theory of writing workshop. (We will return to Atwell on April 25.)
5) Revise **first writing workshop piece for this course** for April 4, attaching your original, showing your revisions and explaining in the margins the reasons you made the changes you did.

Read your EJ or VM article if it’s your turn to report.

April 4 and 6: Writing Processes

15 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

EJ/ VM sharing: Rief: __________ and Noskin:________________

conferencing on first workshop piece: content and then form, for a de facto task analysis shell game from Hillocks

In class we will write a response to Kirby in terms of the needs of the students at your practicum site. If you have not done your practicum yet, see me about what other group could be substituted for the students at a practicum site.

Assignments for April 11:
1) Read Romano.
2) Post a comment about Romano to your email writing circle.
3) Bring in a short personal narrative (**the second piece of writing for this course**) describing an event or incident you were reminded of during your reading of this text. Bring in a readable draft of this piece, together with any initial drafts you have. You and your writing circle will work with this piece on April 11.

Read your EJ or VM article if it’s your turn to report.

April 11 and 13: Working in Workshop Mode: expressive writing; the problem of discourse communities and respect for individual voices

9 The competent English language arts teacher knows that all instruction should be based upon an assessment of students’ current knowledge and abilities.

15 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

introductory reading

writing workshop on transforming genres based on the in-class Romano response, leading to **Writing Piece #3**, due April 18.
Assignments for April 18:
Bring a snapshot of yourself, a friend, or a family member.
Based on our class work last week, transform Writing Piece #2 into Writing Piece #3 by changing the genre and extending the possibilities of the topic.
Read Kahn and post a comment to your email writing circle.
Continue work on portfolio:
Read your EJ or VM article if it’s your turn to report.

**April 18, 20:** Traditional School-Sponsored Writing—looking at scaffolding: task analysis, performance analysis, gateway activities, sequencing; scaffolding traditional school writing tasks—the essay, literary and otherwise, research conferencing
13 The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.
14 The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.
16 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise drafts of documents written for a variety of rhetorical situations.

**introductory reading**
EJ/ VM sharing: Brown: __________ Wesley: __________

discussion of the traditional writing tasks of school, like the research paper
in-class response to Kahn—strengths and limitations of their adaptations of Toulmin graphic organizers
developmental survey of student writing
writing poetry, using your snapshot as a prompt. This will result in Writing Piece #4.

Assignments for April 25:
Skim as much more of Atwell as you can. Use it as a reference and resource.
Turn in the poem you started in class, which will be Writing Piece #4.
Read your EJ or VM article if it’s your turn to report.

Assignments for May 2: Please note that because we may have guest speakers during the week on April 25, we may have very little time to discuss things that week. Therefore the assignments for the week of April 25 are less extensive than usual, while the assignments given below for May 2 are more extensive than usual—just a heads-up so that you can plan your time more efficiently.
Read Gere. This is a rich, complex, and challenging text, which will take some time.
Respond (in any genre) to the political and pedagogical world which Gere and her colleagues are describing. This will be Writing Piece #5.
Work on portfolio and **Puzzle** assembling prompts, gateway activities, sequencing, resources, materials.
Read your EJ or VM article if it’s your turn to report.

**April 25, 27: TENTATIVE TOPICS**
April 25: Mariana Romano—conferencing with students
April 27: Amy Fritsch—electronic editing: Note tentative change of room to Smart Classroom on 3rd floor

EJ/ VM sharing: Bardine: __________ and Monseau: ______________
May 2, 4: Writing on Demand
15 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

introductory reading
EJ/VM sharing: ____________, ______________, and ________________
discussion of the issues, challenges, and difficulties raised in the Gere text

Assignments for May 9:
Read Spandel. Using their six-trait rubric, score several of the essays given in the text and compare your scores with theirs.
In no more than 30 minutes, hand write a short (2-3 page) essay on any topic we have covered in this course. Do not revise it. Do not even look at it again. Just bring it with you to class. We will score it using Spandel. This is Writing Piece #6.

Work on portfolio and Puzzle.
PLEASE BRING WEAVER, LESSONS TO SHARE, AND TCHUDI, ALTERNATIVES TO GRADING STUDENT WRITING, TO CLASS ON MAY 11—We will be making group assignments from these books for May 16 and 23.

May 9, 11: Assessment
9 The competent English language arts teacher knows that all instruction should be based upon an assessment of students’ current knowledge and abilities.

introductory reading
EJ/VM sharing: ____________, ______________, and ________________
ISAT/Prairie State/ACT/SAT packet to compare with Spandel
conferencing: scoring, grading, and assessing

Assignments for May 16:
Read your Weaver article; prepare to share.
Bring your article packet so that we can look at the Scherff article.

May 16, 18: Grammar in Context
17 The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.
18 The competent English language arts teacher understands, models, and teaches the preparation of written documents for publication.

introductory reading
looking at reading the Scherff article
quick-write on the teaching of grammar
rhetorical connections to diagramming sentences
EJ/VM sharing: Saddler: ______________ Smede: ______________

Next week your writing portfolio will be assessed first by you and then by me. In class tonight we will develop a rubric for assessing writing portfolios.
Assignments for May 23:
Read Tchudi article and prepare to share your informal, unwritten response.
Read the Scherff article in the packet. Note that this is a huge research article. We will talk in class during the week of May 16 about how to approach this kind of reading. (See above.)
Bring in your writer’s portfolio and all the writing pieces you have done for this course: personal narrative, essay, poetry, free choice, reflections. Post your response to this collection of writing to your e-mail writing group.

May 23, 25: Looking at Ourselves as Writing Teachers
introductory reading
Discuss Scherff and Tchudi.
peer conferences on writing portfolios. Include the response you posted to the email writing circle. Write a So what? Review at the end of your conferencing notebook and turn in the notebook tonight.

Assignments for June 1:
Finish your teaching portfolio for presentation to a small group for our final class. Make enough copies of your best idea to share with us. Be prepared to report on your progress with your [Puzzle].

June 1: Final Assessment — Looking at Ourselves as Teachers of Writing
1 The competent English language Arts teacher understands and uses good pedagogical skills.
9 The competent English language arts teacher knows that all instruction should be based upon an assessment of students’ current knowledge and abilities.
introductory reading
EJ/ VM sharing: Shafer: ____________ and Thomas: ________________
portfolio presentations
final exam: KWL.
ISBE Teaching Standards related to the teaching of writing:

1 The competent English language Arts teacher understands and uses good pedagogical skills.

9 The competent English language arts teacher knows that all instruction should be based upon an assessment of students’ current knowledge and abilities.

13 The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.

14 The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.

15 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

16 The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise drafts of documents written for a variety of rhetorical situations.

17 The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.

18 The competent English language arts teacher understands, models, and teaches the preparation of written documents for publication.
Names, Phones, and E-Mails for Foundations of Writing Processes, Spring 2005
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