

**FOUNDATIONS IN WRITING PROCESSES:  
MS ED 420/TEACH ED 325  
Spring 2010  
Northwestern University  
School of Education and Social Policy  
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**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:**

**Because promptness and careful attention to task completion are basic professional requirements for teachers, assignments submitted late will be subject to grading penalties in proportion to their percent value and the amount of delay between due date and submission. Of course this penalty does not apply if you have a verifiable excuse such as illness or family emergency.**

1. completion of a **writing portfolio** including all eight written assignments with peer comments and evidence of revision—15%
2. completion of all **reading** assignments and **informed participation** in discussions—20%
3. compilation of a teacher **portfolio of writing resources** and ideas for grades 6-12, **using journal articles, books, and/or online sources beyond the required reading for class meetings**—30%. Please note that 1/2 of this 30% (15%) 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** discussions—5%
5. **Writing Across the Curriculum Museum Assignment**—See handout for specifics. (20%)
6. 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, music, 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 your one-page summary to **Blackboard** 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 for Secondary English Education Students:**

- Atwell, N. (1998) *In the Middle*. 2<sup>nd</sup> edition. Heinemann 0-86709-374-9  
Ehrenworth, M. and V. Vinton (2005) *The Power of Grammar*. Heinemann 0-325-00688-1  
Kahn, E. (2009) *Writing about Literature*. 2<sup>nd</sup> edition NCTE 0-8141-5877-3  
Kirby, D. (2004) *Inside Out: Strategies for Teaching Writing* 3<sup>rd</sup> edition Heinemann 0-325-00588-5  
Newkirk, T., ed. (2007) *Teaching the Neglected “R”* Heinemann 13-978-0-325-00987-2  
Romano, T. (2004) *Crafting Authentic Voice* Heinemann 0-325-00597-4  
Spandel, V. (2008) *Creating Writers*. 6<sup>th</sup> edition Allyn & Bacon 0-205-41032-4

**Please choose one of the following:**

Ambrosini, M. and Morretta, T. (2003) *Poetry Workshop for Middle School* IRA  
Bizzaro, P. (1993) *Responding to Student Poems*. NCTE  
Collom, J. (2000) *Poetry Everywhere*. Teachers & Writers Collaborative  
Hewitt, G. (1999) *Today You Are My Favorite Poet*. Heinemann  
Michaels, J. (1999) *Risking Intensity*. NCTE  
O'Connor, John. (2004) *Wordplaygrounds*. NCTE

**Required Texts for Students Planning to Teach Secondary School Subjects Other Than English:**

Daniels, H., Zemelman, S., and Steineke, N. (2007) *Content Area Writing*. Heinemann 13-978-0325009728  
Gere, A. (2005) *Writing on Demand* Heinemann 0-325-00728-4  
Kirby, D. (2004) *Inside Out: Strategies for Teaching Writing* 3<sup>rd</sup> edition Heinemann 13-978-0-325-00588-5  
Newkirk, T., ed. (2007) *Teaching the Neglected "R"* Heinemann 13-978-0-325-00987-2  
Suggested: Romano, T. (2004) *Crafting Authentic Voice* Heinemann 13-978-0-325-00597-4  
Suggested: Putz, M. (2006) *A Teacher's Guide to the Multigenre Research Project* Heinemann 13-9780325007854

**Required Reading for Everyone:**

Download the PDF of *Writing Next* (2006) Carnegie Corporation  
and the National Writing Project response to *Writing Next* from  
<http://www.nwp.org/cs/public/print/resource/2359>

**In addition, here is a sampling of other texts that you may wish to explore at some later time:**

Atwell, N. (2002) *Lessons That Change Writers*. Heinemann  
Bomer, K. (2005) *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning—and Triumph over Tests*. Heinemann  
Haussamen, B. (2003) *Grammar Alive!* NCTE  
Hillocks, G. (1995) *Teaching Writing as Reflective Practice* Teachers College Press  
Justice, P. (2004) *Relevant Linguistics*, 2<sup>nd</sup> ed. Center for the Study of Language and Information  
Lanham, R. (2006) *Revising Prose*. Longman  
Putz, M. (2006) *A Teacher's Guide to the Multi-genre Project*. Heinemann  
Strong, W. (2001) *Coaching Writing*. Heinemann  
Wheeler, R. (2006) *Code-Switching: Teaching Standard English in Urban Classrooms*. NCTE

All the articles listed in this syllabus are available on the National Council of Teachers of English website. If you are planning to teach English, membership in NCTE is a course requirement. A student membership is \$20.00. Please show me evidence of your NCTE membership as soon as possible. (Note that this requirement is modified for students who are teaching or planning to teach subjects other than English. See me immediately if this modification applies to you.)

Please note that the coding system preceding each class refers to the Illinois State Board of Education Content-Area Standards for English Language Arts on 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 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, 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 these 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/uacc/>. If you need a copy of the brochure, visit the SESP Student Affairs Office.

**Religious Observance and Other Absences:** If any of our class meetings conflicts with a religious observance for you, just please let me know ahead of time. I will be happy to work with you to arrange a way for you to make up the class time. If you have to miss class for any other reason, you must let me know via email or voicemail beforehand. This is a way of practicing the responsible teacher behavior you will be expected to show next year, whether in employment or in student teaching.

**An Invitation:** I am trying something new in my eighth grade English class at Whitney M. Young High School, 211 S. Lalfin, Chicago, during the week of April 12. I am experimenting with collaborative controlled source research papers. If you would like to come and participate, please let me know.

Accommodations for students with disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or [ssd@northwestern.edu](mailto:ssd@northwestern.edu). SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: <http://www.stuaff.northwestern.edu/ssd/>