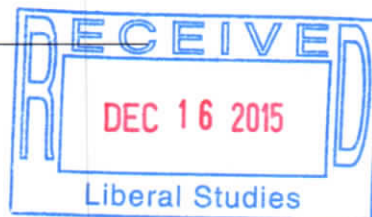


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 UWCU App 2/16/16
 Senate app-3/1/16

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Emily Wender
 Department English
 Email emily.wender@iup.edu
 Course ENGL 324 Teaching and Evaluating Writing



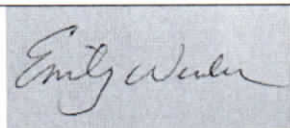
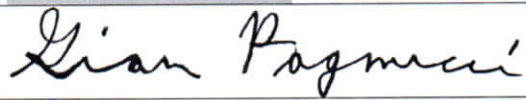

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)		11/2/2015
Department Chair		11/2/15
College Dean		12/14/15

Director of Liberal Studies	<i>D. H. Pistole</i>	<i>1/29/16</i>
UWUCC Co-chair(s)		

TYPE II DEPARTMENT COMMITMENT

English Department Supplementary Statement:

New professors to the class are required to review the Syllabus of Record, the Writing Intensive Proposal, and Summary Chart of Writing Assignments. In addition, before teaching the course, the professor is required to meet with one of the following: past instructor of the class, Dr. Bryna Siegel Finer (Director of Liberal Studies & Writing Intensive Instructor), or English Department Chair. During the semester the course will be observed by two department faculty members. If temporary faculty members are assigned to the class they will be briefed on Writing Intensive requirements. Most likely, tenure-track faculty already holding Writing Intensive certificate will teach the course. New faculty will be encouraged to take the Writing Intensive certification at the earliest possibility.

Dr. Emily Wender Office: Sutton 344	Phone: Office phone number: 357-6492 (only answered during office hours)
Office Hours: Tuesday 9:30-12:00 Wednesday by appointment Thursday 9:30-12:00	Contacting Me: The best way to get in touch with me is through my IUP email address, ewender@iup.edu Campus mail: 110 Leonard Hall

COURSE DESCRIPTION

ENGL324 introduces theory and research on teaching and evaluating writing in secondary school and provides opportunity for students to apply understanding of theory and research to the design of lessons and to their emerging understanding of practice. Other course goals include promoting an understanding of current issues and ideas related to the teaching of writing and exploring different ways to teach writing to a variety of students. Students will also work on their own writing, both professional and personal. Prerequisites: ENGL122, 202.

REQUIRED TEXTS

Bomer, Katherine. *Hidden Gems*. NH: Heinemann, 2010.

Bomer, Randy. *Building Adolescent Literacy in Today's English Classrooms*. NH: Heinemann, 2011. Print.
Kittle, Penny. *Write Beside Them*. Portsmouth, NH: Heinemann, 2008. Print. (Make sure your copy has the DVD.)

Weaver, Connie. *Grammar to Enrich and Enhance Writing*. Portsmouth NH: Boynton/Cook, 2008. Print.

REQUIRED MATERIALS

- Access to D2L (D2L.iup.edu). You will use your usual IUP username and password.
- Flash drive, IUP H drive, online drive (Google is free), or other backup for storing your work
- Writer's Notebook
- Folder to serve as your portfolio
- Other materials as needed for lessons—post-its, markers, highlighters, etc.

COURSE OBJECTIVES: Students will

1. Identify how their beliefs about the teaching and learning of writing change over the course of the semester.
2. Identify and discuss key terms that shape their beliefs about the teaching and learning of writing.
3. Engage writing for various purposes – to think, to learn, to create, to share information, to persuade, etc.

4. Describe their writing practices and processes as part of their knowledge base for teaching.
5. Understand and apply current theory related to composition and composition pedagogy.
6. Understand and apply modern approaches to the teaching of writing.
7. Understand and apply learning theory that is relevant for the teaching of writing.
8. Be able to create a developmentally appropriate unit plan designed to foster the development of students' written language.
9. Understand and be able to apply a variety of writing assessment practices and instruments.
10. Understand and design feedback to student writers.
11. Learn about the writing assessment portion of the PA System of School Assessment (PSSA)
12. Design and teach two writing lessons, one in ENGL324 and one as a guest in an LSE course.
13. Articulate a philosophy of effective approaches for the teaching of writing.
14. Extend and expand proficiency with personal and academic writing.

ESSENTIAL QUESTIONS

The following essential questions will motivate our discussion and focus our gaze. Think of these questions as leading us as inquirers.

- In what ways do we want our students to use writing?
- How do we define high quality writing, and how do we recognize it?
- What research, scholarship, and theory can we use to inform our teaching of writing?
- What types of assessment will best provide teachers, students, parents, and administrators with valid information about writing progress and development?
- How can we foster 21st century approaches to literacy in our writing classes?
- What are some practices that will foster the development of written language proficiency for our special needs students and English language learners?
- How can grammar instruction be integrated effectively into writing instruction?

A typical class will include the following activities:

Quickwrite

Mini-lesson

Writing

Debrief of Writing Lesson

Discussion of reading

During the second half of the course, we will integrate your lessons into our day.

ASSIGNMENTS AND EVALUATION

The work you will do for this course falls roughly into 3 categories. They overlap to some degree, but here's the big picture:

1. **Response to readings:** D2L posts, leading discussion, final glossary
2. **Preparing to teach writing:** writing lessons, philosophy statement, unit plan, feedback to students
3. **Thinking like a writer:** writer's notebook, narrative piece, commentary piece, a final portfolio, reflections on several of the above items

A Word on the Writer's Notebook

We will hear lots from our published authors about what a writer’s notebook is and is not. I will also be talking about how I use a notebook in class, but I want to briefly explain in your syllabus why and how keeping a notebook matters for our purposes.

- 1) We wouldn’t teach literature if we weren’t readers. The same is true for writing, but many English teachers don’t consider themselves “writers” and admit to feeling uneasy about teaching writing. How do you become a reader? You read. How do you become a writer? You write. The notebook is the place where you will be able to make a habit of writing, but it’s also a place where writing has no stakes, no judgment, and no limits. It’s an exploratory place to collect thinking, observations, feelings, wonderings, imaginings – all of it.
- 2) Developing habits of writing will change how you teach writing. It will also change how you feel about yourself as a writer. The notebook is your best opportunity for building confidence, creativity, and enthusiasm as a writer and teacher.
- 3) What is your writer’s notebook? Here’s how Dr. Sitler put it on a past 324 syllabus: “Your writer’s notebook is not a diary. It’s a seedbed. It’s a place for exploratory leaps and experimentation. It’s for those glimmers that aren’t ready to come out yet in public. It’s a repository to return to for re-reading and selecting out those tiny shoots that a writer wants to grow.”
- 4) Choose a notebook that suits your working habits and daily life. You want something you can bring to class everyday, but this can be in digital form if you prefer. Most people are influenced by aesthetics, so choose a notebook that will make you *want* to write. Many writers prefer small or thin notebooks so that they can take their notebooks with them; probably our best ideas occur while we are out and about, so the easier it is for you to access your notebook and seize inspiration, the better.
- 5) I will not ask you to turn in the entire notebook. If you write some things that you consider too private to share, you will not be compromised by having to give those to me or to other students. Instead, I’ll ask you for a few selected pages.

Assignment	Description	% of Grade
D2L posts for Glossary	<p>Once a week, you will post a response to our readings on D2L. These responses will take a particular form, as these entries are building blocks for a component of your Final Portfolio, your Teaching of Writing Glossary. Here are two ways to do this response:</p> <ol style="list-style-type: none"> 1) When writing your response, pick a term that strikes you as particularly important and rich for thinking about the teaching of writing. Explore this term – at this point, what does it seem to mean in the text you’re reading? What does it mean to you at this moment? How do you see it relating to the teaching of writing? What questions do you have about it? <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2) Explore a concept that strikes you as particularly important and rich for thinking about the teaching of writing. Explain the concept. How do you see it relating to the teaching of writing? What questions do you have about it? If you were to give this concept a name, what would you call it? <p><i>See the model I hand out in class.</i> <i>Post by midnight Sunday and then comment on someone else’s by class</i></p>	10

	<i>on Tuesday.</i>	
Narrative Essay piece	You will receive a more detailed assignment in class. This is the first of two major pieces and will emerge from your own notebook writing. This is an essay, not a story, but it will use narrative to explore its point. We will begin the essay by collecting narrative possibilities in our notebooks.	10
Commentary piece	You will receive a more detailed assignment in class. This is an argumentative piece where you tackle some issue in education. It may be related to the teaching of writing, but it may also be outside of this area. It needs to be an issue you are currently thinking and reading about (you'll want access to sources).	Part of Final Portfolio
Lesson in 324	You will receive a more detailed assignment in class. We will discuss the components of a good writing lesson and what materials you will hand in as evidence of this work. Some of your lesson will be pre-determined (the genre we're working on for example), and I will also supply you with a focus that makes sense for where we will be in terms of our work on that genre. You will come up with the activity and organization, however. Following your lesson, you will write a reflection that includes how the in-class teaching went and how feedback on the in-class writing lesson has shifted your thinking on the lesson structure and goals. You will then turn in your lesson plan and reflection the following week.	10
Lesson in LSE	<u>You will receive more detailed instructions on how to schedule this lesson and what to hand in.</u> You will have options for this: <ol style="list-style-type: none"> 1. Teach on your own 2. Teach with one partner 3. Instead of teaching a class, conference with 1 writer 2-3 times during the drafting of <u>one</u> paper. This will be a <i>teach on your own</i> option and depends on the willingness of the instructor. 4. Visit a class three times during a workshop day and conference with writers who need assistance. This assignment requires that <u>you teach what the course instructor needs you to teach</u> . You may make suggestions, but it's important to use the time to work toward the professor's goals. Length of the lesson will be negotiated between you and the professor. A mini-lesson of 15-20 minutes is the minimum requirement; a longer lesson is also fine. However, once you and the instructor decide on the timing, stay within that limit.	10
Leading discussion	Once during the semester you will lead a discussion on our course readings for that day. Because writing to think is a major part of using writing as a teacher (of all subjects), please consider how you might incorporate some component of writing to think. Each discussion will be 20 minutes. I will hand out rubrics for this assignment in class during	5

	sign-up.	
Conference Plans	The majority of this assignment will be completed in class during our weeks on assessment and feedback. After discussing student writing samples in class, you will make a plan for a writing conference with that student. <i>If you miss any of these days in class, you will need to contact me immediately to make up this work. You also will not have the class discussion to assist you in this work.</i>	5
Written Feedback	The majority of this assignment will be completed in class during our weeks on assessment and feedback. After discussing several student writing samples in class, you will provide written feedback on student work, choose an assessment tool for providing a grade, and make a plan for a "class" of students. <i>If you miss any of these days in class, you will need to contact me immediately to make up this work. You also will not have the class discussion to assist you in this work.</i>	5
Grammar conference plan	The majority of this assignment will be completed in class during our weeks studying the teaching of grammar. After discussing a student writing sample in class, you will plan a writing conference with that student that addresses a grammar issue that you have deemed important to their writing. You will include what you plan to say, what you intend to refer to in their work, and what you will do to teach a grammatical concept. <i>If you miss any of these days in class, you will need to contact me immediately to make up this work. You also will not have the class discussion to assist you in this work.</i>	5
Unit Plan	The Unit Plan will be a two-week unit designed around the teaching of writing, specifically a genre that would help prepare student for the informative/explanatory portion of the Keystone exam. Though you will create your own unit plan, you will have a collaborative group to consult with as you move through this project.	20
Final Portfolio: <i>glossary, philosophy, reflection on and samples from Writer's Notebook, third polished piece</i>	The Final Portfolio includes: <ol style="list-style-type: none"> 1) Your final Glossary, in which you will present the five that are most important terms to your sense of teaching writing. Return to your D2L entries for these. The five entries you choose will receive an addition from you. Now that you have finished the course, how have these meanings changed? What other quotations might you add to these entries? How has this term's connection to the teaching of writing shifted or expanded? 2) Revisiting these terms should help you articulate your philosophy of teaching writing. This will be addressed to the lay person – imagine administrators or parents reading this explication of you approach writers and writing. This is a synthesis of everything you've read, discussed, taught, thought about, written, and gotten feedback on during the semester. Look back through all of your materials, including those you include in the final portfolio. Then compose a 2-3 page, typed statement addressing these questions: What have you learned about teaching writing this semester? What does this mean for your teaching? 	20

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|--|---|--|
| | <p>3) Your Writer's Notebook will be represented here. Choose three in-class entries and three out of class entries before writing a brief reflection on how this notebook developed your writing and your sense of self as a writer.</p> <p>4) The biggest way you will represent yourself as a writer is through your commentary: your rough commentary, a revision of your commentary, and a reflection on the process of writing that commentary.</p> <p>5) Your third polished piece can be of any genre you'd like, and I encourage you to experiment with genres that might not immediately occur to you. What is most important is that this genre is short. Some of you will be teaching lessons on short genres in class. Use Penny Kittle's students' multi-genre projects as inspiration.).</p> | |
|--|---|--|

You will receive a more detailed assignment in class.

Attendance Policy

Plan to attend all classes. You are preparing for a profession in which your daily presence is imperative to the success of your students, and your attendance of this class begins to represent that commitment.

The IUP catalog requires that students be allowed to miss a number of classes equivalent to the number of hours the course meets per week. This course meets 3 hours/week; that's 2 classes. Absence does not release you from responsibility for completing work that was done during a class you missed or from being prepared for the next class. **If you miss more than two classes, it will affect your Final Portfolio grade. If you miss five classes, you automatically fail the course.**

Class begins on time. Please be here. Arriving late is disrespectful of everyone in the room. If you are repeatedly late, I reserve the right to consider those days as absences. The same if you repeatedly leave early.

<p>I do not distinguish between excused and unexcused absences. You do not need to submit doctor's excuses or other items as explanation for your missing a class(es). You are either present or absent.</p>
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Vouchers for late assignments

You may use the vouchers posted on D2L to earn full credit for two late assignments. A late assignment is due at the next class meeting. Print a voucher, fill it out, and hand it in with the assignment. Two is your limit for the semester. Use them wisely.

Vouchers cannot be used for a presentation of any sort, group work, or the final portfolio.

Electronic Devices

As a class, we will form a writing and reading community, and individual electronic devices can hinder that development. When we are working on drafts, use your laptop or tablet if you prefer. If you choose to keep a digital writer's notebook, you'll probably want to keep a separate in-class paper notebook for our quick-writes and exercises.

Grading Scale

The grading scale for each assignment and the course as a whole:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60-69%

Assignments will be graded different ways with different tools. Expect to see:

- Scored checklist
- Rubric with points assigned to criteria
- Holistic rubric
- Written comments

I will provide grading criteria when each assignment is assigned in class.

Academic Honesty

Participating in the academy requires honesty and trust. In the context of this class, I need to trust that what you submit is your work, and you need to know that what others are submitting is their work. Only then can our studies be meaningful and my grading fair.

In order to uphold that honesty, plagiarism will not be tolerated. It is both dishonest and illegal. What counts as plagiarism, a type of academic dishonesty?

IUP's undergraduate catalogue explains:

Plagiarism is presenting work that is not solely your own as if it were. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers.

If any part of your writing was not written by you or was not written for this class, you cannot use it in your submitted work. If you use online study sites to enhance your understanding of a text, you are at serious risk for unintentionally plagiarizing. **Even unintentional plagiarism will be penalized.**

A reminder to anyone who has taken or is currently taking ENGL220 Advanced Composition or a creative writing course. According to the IUP catalog, the same piece of writing **cannot** be submitted in two different classes without the prior knowledge and approval of both instructors. Major revisions of older documents will probably be all right. Please talk with me if you want to do this. **The same is true of unit plans.**

Professional Dispositions

A major component of becoming a teacher is being a professional. Please arrive on time, stay for the entirety of class, have all required texts, dress professionally on days when you are teaching and appropriately on other days, and maintain a respectful tone with all students and with me. The College

of Ed requires that we fill out a “professional dispositions” alert form when a student struggles to maintain attributes of professionalism, as these are imperative to a student teacher’s success in a school.

Preparation

Please come to class having completed the readings for that day and prepared to participate actively in class discussions and activities. You can’t get involved with others’ responses to literature without the experience of reading the literature, and you certainly can’t learn how to teach it without a collective guarantee that everyone is reading at home. Much of what we do in class will require collaboration, so expect to work together and serve as resources for each other’s learning.

On that note, it is often easy for certain voices to dominate class discussions. I will work diligently to bring in as many voices as possible, but I ask that you assist this effort by monitoring your own contributions. Speak up if you have spent more time listening. Listen up if you have spent more time speaking. In addition, controversial topics will undoubtedly rise throughout the semester. Please listen and respect all opinions presented.

Online classes

If for some reason I cannot be in class, I will send an email to your IUP email address through D2L. Please check your email before coming to class if there is severe weather. We will never cancel a class. Instead, we will arrange to have our class online. IUP allows for 1/3 of a semester’s classes to be online so that a course is not interrupted.

Learning Differences Support and Reasonable Accommodations

The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluations and support for students with disabilities. As stated on the office website (www.iup.edu/advisingtesting/services/), the office provides access to the university’s education and services as mandated by Section 504 of the Rehabilitation Act of 1873 and the Americans with Disabilities Act; and, as well, serves as an advocate for students with disabilities and trainer on disability issues for faculty, staff, and students. I will honor and work with Advising and Testing recommendations for the support of students with disabilities in any of my classes. Please register with the Office of Advising and Testing if you are student with special needs. Their advisors will help me to work with you to meet your needs.

Writing Center

The Writing Center, staffed by trained peer and graduate tutors, is located in Eicher Hall (Room 218) on Grant Street across from Wallwork Hall, near the big smokestack. Tutors in the Writing Center can help you at any stage in the writing process, from developing a topic, through the earliest stages of drafting and revising, and even helping to understand my feedback. You can also make an appointment for an online tutoring session. Call 724-357-3029 to schedule.

Class Disruption Policy

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior threatens to disrupt that environment, the faculty member has a responsibility to seek resolution of the problem. A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student:

1. Significantly disrupts the learning process, or
2. Is a threat to others

University Sexual Misconduct Policy: Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141).

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>