

3095

NOV 12 1992

LSC # 124
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Carole Bencich Phone 3095
- Writing Workshop? (If not at IUP, where? when? Aug. 26-28, 1992)
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person Jim Gray Phone 2261
- Course Number/Title EN 324
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Carole Bencich

Department Chairperson James T. Gray

College Dean [Signature] 11/16/92

Director of Liberal Studies Chad [Signature] Type F 12-3-92

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

WRITING SUMMARY: EN 324 TEACHING AND EVALUATING WRITING

EN 324 Teaching and Evaluating Writing is proposed for identification as a "W" course. The course is required in the English Education major. Students may be sophomores through seniors. Class size is limited to 25 students.

The writing in the course will take the following forms:

1. Writing to extend a response to a text. Students will be asked to keep a dialogic journal in which they share responses to course material with classmates on a regular basis. This journal will also be a site for developing ideas related to the two papers and the teaching unit which are required for this course. This writing will not be graded; rather, the instructor will respond in journals on a serial basis throughout the semester. At the end of term, students will be asked to write a Preface for their journal which reviews the entries and highlights the learning which has taken place. Evaluation (25% of final grade) will be on the basis of breadth and depth of response to texts, ability to engage in peer dialogue about texts, and ability to synthesize readings with personal experience and readings from other courses.

2. Writing to extend understanding of the writing process. Paper #1 (6 - 8 pages) should explore the student's own history of learning to write. It should be personal, in terms of including memories and experiences, and analytic, in terms of examining growth patterns, learning stages, and composing habits. Frequently we will write in class after a writing activity, in order to examine responses to the act of writing itself. That is, what are the cognitive and affective differences between writing about a text chapter, composing metaphors for a poem, or writing about a childhood experience? This paper will appear in the student's writing portfolio (50% of final grade), to be evaluated holistically at the end of the term.

3. Writing for professional presentation. Paper #2 (6 - 8 pages) should present a topic on the teaching or evaluation of writing. It should be written in a style suitable for publication in the English Journal, and it should be abstracted for oral presentation in class during a final week of seminars (10% of final grade). It will also appear as part of the student's writing portfolio (50% of final grade), to be evaluated holistically at the end of the term.

4. Writing lesson plans. Students will write a plan for a lesson on writing which they will demonstrate with their peers. The assignment will include a one-page description of the lesson and its theoretical rationale, to be shared with classmates. While the success of the teaching demonstration will be evaluated on the spot (15% of final grade), the description of the lesson will also appear in the student's writing portfolio (50% of final grade).

EN 324: TEACHING AND EVALUATING WRITING

Carole Beeghly Bencich

Spring 1993

Course Description

EN 324: A study of modern approaches to the teaching of writing, including current theories on the composing process, as well as instruction in evaluating, including holistic scoring. Course includes practice in writing.

Course Objectives

This class is designed to:

1. Help you understand the nature and practice of effective writing instruction.
2. Help you understand your own writing processes and the various influences that have shaped you as a writer.
3. Give you practice in teaching a writing lesson.
4. Give you practice in evaluating your own and others' writing.
5. Provide you with opportunities, such as peer response, dialogue journals, and seminar presentations, to explore the social nature of composition and learning.

Required Texts

Harris, M. (1986). Teaching one-to-one: The writing conference
Urbana, IL: National Council of Teachers of English.

Kirby, D., Liner, T., & Vinz, R. (1988). Inside out: Developmental strategies for teaching writing. Portsmouth, NH: Heinemann.

Martin, N. (Ed.). (1983). Writing Across the Curriculum.
Portsmouth, NH: Heinemann.

Rodrigues, D. & Rodrigues, R. (1986). Teaching writing with a word processor. Urbana, IL: National Council of Teachers of English.

Spear, K. (1988). Sharing writing: Peer response groups in English classes. Portsmouth, NH: Heinemann.

Tsujimoto, J. (1988). Teaching poetry writing to adolescents.
Urbana, IL: National Council of Teachers of English.

Yancey, K., (Ed.). (1992). Portfolios in the writing classroom. Urbana, IL: National Council of Teachers of English.

Zemelman, S. & Daniels, H. (1988). A community of writers: Teaching writing in the junior and senior high school. Portsmouth, NH: Heinemann.

Course Outline

Assignments

1. Readings. Textbooks from this course will form the beginnings of your professional library. You will want to refer to them again in Methods class, when you are student teaching, and when you are employed in the field. They represent state-of-the-art pedagogy, and thus the concepts and methods you will be expected to bring into the profession of teaching.

Your responses, and your understanding of textbook material, will be demonstrated in learning logs, in class discussion, and in the design and content of your demonstration lesson and final paper.

It is therefore your responsibility to raise questions in your log or in class about issues or concepts in the readings which you do not understand. Put another way, it is your responsibility to raise thoughtful questions rather than to give blanket endorsements to everything that you read.

2. Dialogic learning log (25% of final grade). The dialogic learning log is a journal in which you record your reactions to the readings for this class. It is different from a regular journal because you will write only on the right-hand pages, leaving left-hand pages free for you to go back and note additional insights, and also for your classmates and me to respond to what you have written. This responding will take place during alternate class periods, and will form the basis of our class discussions about textual material. Because it represents the concept of writing to learn, and because it fosters the ability to respond to others' thoughts, the dialogic learning log is an important part of this class. The logs should be kept up to date, and brought to every class meeting. When you write responses in another student's log, please initial them. I will participate in this process as a fellow learner, with my own learning log.

At the end of the semester, you will be asked to write a Preface for your log which reviews the entries and highlights the learning which has taken place. The log will be evaluated for breadth and depth of response, ability to synthesize readings with out-of-class experiences, and ability to engage in peer dialogue. This evaluation will take place during a conference during exam week.

3. Writing Portfolio (50% of final grade). The Writing Portfolio is a formal document comprised of two polished papers and

a lesson plan. The purpose of the writing portfolio is threefold: to give ample opportunity for response to written work and revision to take place before any final evaluation; to allow a writer's work to be evaluated on a holistic basis which includes several genres; and to provide the student an opportunity to publish a professional quality document with direct application to career goals.

The portfolio should include: a) Cover Sheet and Table of Contents; b) Preface which gives author's overview of writing, including analysis of purpose and style; c) two 7 - 8 page papers described below; d) lesson plan described below.

Evaluation of the writing portfolio will focus on criteria of voice, ideational content, style, organization, and technical proficiency.

Paper #1: Writer's Autobiography. Explore the history of your development as a writer. What do you remember about early perceptions of writing? What were your successes and frustrations with it? What were/are your strengths and weaknesses as a writer? Over the years, how have you used writing in your everyday life? What were your classroom experiences with writing, as compared to your out-of-school experiences? You should of course mention specific incidents or people that played a significant part in your experience as a writer. Highlights from this paper will be shared in class during the _____ session.

Paper #2: Professional Article. Construct an article on the teaching of writing which is suitable for publication in English Journal. Consult a recent EJ "Calls for Manuscripts" page for ideas, and review the various departments and formats for writing in this journal. Collaboration on the writing of this article is encouraged. One day of class time (_____) will be devoted to peer response groups which address the first draft of this paper. The final paper will be presented in class, seminar style, during final exam week. This oral presentation will count for 10% of the final grade in the course.

Lesson Plan/Demonstration Teaching. Students will write a plan for a 45-minute lesson on writing which they will demonstrate for their classmates in EN 324. The assignment includes a one-page handout of the lesson, to be shared with classmates. The written lesson (which may be revised after its implementation), with rationale, will appear in the writing portfolio; the demonstration lesson will count for 15% of the final grade in the course.

The lesson is intended not as "practice" teaching but as a real event. That is, it should involve your peers in writing, reading, thinking, speaking, etc. The lesson should be meaningful in its own right, in that we should all profit from it.

4. Oral Presentations. Oral participation is an important feature of EN 324. Two particular oral events, the demonstration lesson and the seminar presentation of the final paper, will together account for 25% of the total grade.

Class Schedule

- Week 1 Introduction to writing process
- Week 2 Classroom Environment/Getting Started
- Week 3 Topic Selection/Idea Generation
Paper #1 presented in class
First teaching demonstration
- Week 4 Sharing Writing/Peer Response Groups
Two teaching demonstrations
- Week 5 Responding/Conferencing
Two teaching demonstrations
- Week 6 Voice and Audience
Two teaching demonstrations
- Week 7 Journals/Writing Poetry
Two teaching demonstrations
- Week 8 The Grammar Question
Two teaching demonstrations
- Week 9 Standards for Writing
Two teaching demonstrations
- Week 10 Revision
Revision workshop for Paper #2
One teaching demonstration
- Week 11 Evaluation
Two teaching demonstrations
- Week 12 Writing about literature
Two teaching demonstrations
- Week 13 Publishing student writing
Two teaching demonstrations
- Week 14 Computers and Writing
Two teaching demonstrations

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EDUCATIONAL BACKGROUND

Ed.D., Language Education, The University of Georgia, 1989

Dissertation: Negotiated Meaning: The Dynamics of a Peer Writing Group

Director: Roy C. O'Donnell

M.A., English, Stetson University, Deland FL, 1976

Thesis: The Aesthetics of Survival: Modes of Retreat in the Novels of Virginia Woolf

B.A., English, George Mason University, Fairfax VA, 1971

PROFESSIONAL EXPERIENCE

- 1989 - Associate Professor, Indiana University of Pennsylvania. I have taught undergraduate courses in Basic Writing (EN 100), College Writing (EN 101), Research Writing (EN 202), Modern American Fiction (EN 347), Teaching and Evaluating Writing (EN 324), Speech and Communication in the English Classroom (EN 314), and Methods in English Education (ED 452). In the graduate program, I have developed courses in Teaching Writing (EN 730), Methods of Teaching English (EN 693), and Reading Theory for the English Teacher (EN 736). I also supervise student teachers. In 1990, I coordinated the holistic scoring of freshman placement examinations in English.
- 1987 - 89 Graduate Student, The University of Georgia: As a graduate student, I helped supervise student teachers in secondary English, and taught courses in composition instruction and in writing across the curriculum.
- 1979 - 87 Resource Teacher: I was Resource Teacher for Secondary Language Arts for The School Board of Brevard County, Florida. a school district of some 56,000 students. My work included coordinating curriculum, inservice, textbook adoptions and countywide curriculum guides for secondary English classes, including a program for teaching critical thinking skills in language arts classes. Areas of expertise included composition instruction, critical thinking skills, literature, reader response, adolescent literature, holistic scoring,

effective teaching, beginning teacher programs, forensics, drama, and journalism. In addition, I planned a statewide conference for the Florida Council of Teachers of English, and worked on Florida Department of Education committees developing minimum student performance standards and standards of excellence in language arts; performance objectives for English and humanities courses; and test items for student assessment and teacher certification. My experience also includes service on several accreditation teams for the Southern Association of Colleges and Secondary Schools (1985, 1984, 1980).

1976 - 79 High School English Teacher: I was English teacher, department chair and yearbook sponsor at Cocoa High, Brevard County, Florida. At Cocoa High, I taught year-long courses in British literature, American literature, and Basic English. I worked with students in grades ten, eleven and twelve, and at all ability levels. I started a literary magazine and a drama program, and taught a class in the Gifted Student Program. As department chair, I assisted seventeen English teachers and planned departmental offerings for 1800 students in grades 9 through 12.

1971 - 76 Junior High English Teacher: I taught classes at all grade and ability levels at Edgewood Junior High, Brevard County, Florida.

PROFESSIONAL ACHIEVEMENT

Finalist, 1990 Promising Researcher Award Competition, National Council of Teachers of English

PROFESSIONAL PUBLICATION

(August 1991). Borrowing the best: Self-evaluation in a peer writing group. In The Pennsylvania Council of Teachers of English Newsletter, Vol. 33, No. 2.

(Spring 1991). Reflectiveness in the classroom: Generating learning. In Forum for Teaching Excellence, Vol. 1, No. 3.

(May 1991). Tracking or sidetracking. English Leadership Quarterly, Vol. 13, No. 2.

(1991). Patterns of response in a high school writing group: An ethnographic study of classroom process. In Mary Jo McGee-Brown (ed.), Processes, applications, and ethics in qualitative research, (pp. 276-283). Athens, GA: UGA.

(June 1990), with D. L. Rubin. Researching written language.

(Review of The psychology of written composition, by C. Bereiter and M. Scardamalia). Contemporary Psychology.

(Spring, 1990). Live words: Student voices on audio cassette. Virginia English Bulletin.

(1987). The metaphor as a metaphor for English class. In Jeff Golub (ed.), Activities to promote critical thinking skills (pp. 7-10). Urbana, IL: NCTE.

(Fall, 1985). 10,000 opinions of the writing skills enhancement program. Florida English Journal.

(Spring, 1984). Murphy and the best-laid plans. Florida English Journal.

PROFESSIONAL PRESENTATIONS

International

"Capturing Language: Recording the Peer Writing Group," International Conference on the Teaching of English, Auckland NZ, August 1990.

National

"Folk Life in Literature," National Council of Teachers of English, Louisville KY, November 1992. (with Genelle Morain)

"Integrating the Language Arts," Virginia Council of Teachers of English, Arlington VA, October 1992. (with Lynne Alvine)

"Should Portfolio Assessment Be Used in Graduate Education?" New Directions in Portfolio Assessment: The Fourth Miami University Conference on the Teaching of Writing, Oxford OH, October 1992. (panel presentation).

"Preparing Student Teachers for the Real World," National Council of Teachers of English, Washington D.C., March 1992.

"Language and Learning: Response Patterns in a High School Helping Circle," National Council of Teachers of English, Atlanta GA, November 1990. (with Sandra Worsham and Claire Shepard)

"Patterns of Response in a High School Writing Group," Qualitative Research in Education Conference, Athens GA, January 1990.

NCATE panel on accreditation of English education programs, National Council of Teachers of English Spring Conference, Charleston SC, March 1989.

"Holistic Scoring," eight-hour workshop, National Council of Teachers of English Conference, Philadelphia PA, November 1985.

State

"Partnership in Teaching," Pennsylvania Council of Teachers of English, Harrisburg PA, October 1992. (with Jerry Halpern)

"Integrating the Language Arts," Pennsylvania Council of Teachers of English Conference, Erie PA, October 1991. (with Lynne Alvine)

"Writing Skills Instruction Program," Writing Instruction Conference, Jacksonville State University, Jacksonville AL, April 1988.

"Critical Thinking Skills in Language Arts," Florida Department of Education Conference, Daytona Beach FL, 1987.

"Holistic Scoring," Florida Council of Teachers of English Conference, West Palm Beach FL, 1985.

IUP

Workshop on Writing Process and Writing Anxiety for IUP Student Literacy Corps, Institute for Research and Community Service, January 1992.

Regional

"Using Helping Circles in the Writing Classroom," invited workshop for the West Virginia Writing Project, Marshall University, Charleston WVA, June 1992.

"Whole Language Methods," workshop for English Department, Purchase Line High School, Purchase Line PA, November 1990.

"Readers, Texts and Meanings: Reader Response in the Classroom," ARIN Intermediate Unit 28, Armstrong County PA, October 1990.

"Using Metaphors to Teach Thinking," Hillsborough County Schools, Tampa FL, 1987.

"Methods in Teaching the Writing Process," Martin County Schools, Pt. St. Lucie, FL, 1982.

"Holistic Scoring: Uses in the Classroom and Beyond," Manatee County Schools, Bradenton FL, 1981.

PROFESSIONAL ACTIVITIES

1992: co-director (with Lynne Alvine) Southcentral PA Writing Project.

1992: appointment as reviewer for Anthropology and Education Quarterly.

1992: reviewer for CCCC Bibliography, for College Composition and Communication.

1991: appointment to editorial board of KSRA Newsletter of the Pennsylvania Reading Council.

1991: judge for Taproot Literary Contest.

1991: appointment as fellow in Urban Education to the Pennsylvania Academy for the Profession of Teaching

1991: reviewer of adolescent literature for Signal magazine

NCTE Committee on Tracking and Grouping Practices, 1991-94.

NCATE Reviewer, May 1990, January 1991 & January 1992.

NCATE Folio Reviewer Training, National Council of Teachers of English Spring Conference, Colorado Springs, CO, March 1990.

coordinator and chair of "Affilliate Long-Range Planning: A Model In-Process," National Council of Teachers of English Fall Conference, Baltimore MD, November 1989.

presenter in "Successful Affiliates: How to Make Them Work," National Council of Teachers of English Fall Conference, St. Louis, MO, November 1988.

Invited judge, First National Tournament of Academic Excellence, Disney World FL, 1988.

Judge, Writing Awards, Florida Council of Teachers of English, 1988, 1987, 1986.

Writing team and judge, Florida Tournament of Academic Excellence, Disney World, FL 1986, 1987.

Chair, Validation Team for Florida Teacher Competency Test, University of South Florida contract, 1987-88.

Coordinator, East-Central Regional Judging of PRIDE in Writing, Florida Department of Education, 1983, 1985, 1987.

Consultant, EDL/Regents Publishing, 1986. "Language Instruction in Secondary English."

Grant participant, I*D*E*A Conference on Thinking Skills,

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Grand Island NY, 1986.

Consultant, D.C. Heath Publishing, 1986. "Integration of Literature and Writing Instruction."

Grant participant, National Endowment of Humanities Council of Chief State School Officers seminar on Humanities in the Schools, Emory University, Atlanta GA, 1985.

Consultant, McDougal Littell Publishing, 1984. Served as a reader/respondent to the 1985 Basic Skills in English series.

Chair, Committee for Curriculum Frameworks and Student Performance Standards in Humanities, Florida Department of Education, 1983.

State PRIDE Judging Panel, Florida Department of Education, 1982, 1983.

Writing team, Standards of Excellence in Writing, Florida Department of Education, 1982.

Judge, National Council of Teachers of English Achievement Awards in Writing, 1981.

PROFESSIONAL LEADERSHIP

Co-director and co-founder, Southcentral Pennsylvania Writing Project, March 1992.

Southeast Affiliate Director, National Council of Teachers of English, 1987-1990.

Nominating Committee, Secondary Section, National Council of Teachers of English, 1985-1986.

President, Florida Council of Teachers of English, 1985.

Consultant, Conference on English Education, National Council of Teachers of English, 1982-present.

President, Brevard Council of Teachers of English, 1979.

PROFESSIONAL MEMBERSHIPS

American Association of Colleges for Teacher Education
American Educational Research Association
Assembly for Adolescent Literature
Assembly for American Literature
Conference on College Composition and Communication
Conference on English Education
Florida Council of Teachers of English

Indiana Reading Council
 International Reading Association
 Keystone State Reading Association
 Pennsylvania Council of Teachers of English
 Pennsylvania Reading Council
 National Council of Teachers of English
 NCTE International Assembly
 Phi Delta Kappa

THESIS AND DISSERTATION ADVISEMENT

Committee Member for 14 students in the Rhetoric and Linguistics doctoral program

CONTRIBUTIONS TO THE UNIVERSITY

The University Senate, 1991 - present
 Senate Undergraduate Curriculum Committee

English Department Committee Memberships
 Majors Committee
 English Education Resource Pool
 Evaluation Committee
 Recruitment and Selection Committee
 Rhetoric and Linguistics Program Committee
 Spring 1991: Task Force on Enrollment
 University Senate (Spring 1991 - present)

Coordinated placement of freshmen in IUP English classes by ranking of entrance essays (1990).

Participation in university-wide colloquia:
 Feb. 16, 1990: "The Reflective Practitioner" for the Teaching Excellence Center

August 26 - 28, 1991: "Writing Across the Curriculum" for the Liberal Studies Committee

Participation in state-wide colloquia:
 April 11 - 12, 1991: "College Faculty as Classroom Researchers, Harrisburg PA