

**WAYNE STATE UNIVERSITY**  
**College of Education**

**Division:** Teacher Education  
**Program Area:** English Education  
**Course #:** EED 6120 - Teaching Composition in the Secondary School / #28386  
**Section:** 001  
**Term:** Winter 2014  
**Time:** Thursdays 5:00–7:45pm  
**Instructor:** Robert D. Livernois, Ph.D.  
**Email:** ai6331@wayne.edu  
**Office Hours:** By appointment only.

**Course Description**

Analysis of modes of writing; relationship of grammar and composition; integration with literature and reading; approaches to group and individualized instruction; relation of composition to perception, cognition, critical thinking, motivation, and self-awareness.

**Course Outcomes**

- To develop a research-based teaching philosophy for writing
- To understand writing as a process rather than simply a product
- To use technology as a tool to amplify student learning
- To design classroom lessons and writing assignments
- To learn how to assess and respond to students' writing
- To learn how to respond to issues of student diversity and language use
- To become a more proficient writer
- To understand the relationship between theory and practice in the teaching of writing

**Topics Covered**

- Historical views of the teaching of writing
- Writing standards and curriculum
- Teaching writing genres
- Writing workshop
- Teaching mechanics (grammar and punctuation)
- Assessing student writing
- Diversity (dialect and culture)
- Technology/21st century literacies

**Required Texts**

- Kittle, P. (2008). Write beside them: Risk, voice, and clarity in high school writing. Portsmouth, NH: Heinemann.
- Professional articles distributed in class or posted on Blackboard.

## Course Assignments

### Reading Responses (40 points):

At times during the term, you will submit a written response to the required reading from the textbook, research articles, essays, and the DVD associated with the textbook. In your response, you should quote or paraphrase 2-3 main ideas from different parts of each reading and/or assignment. The majority of your response should be your interpretation/explanation of each quote or idea. You may also raise questions or connect ideas in the reading to other readings in this course, responding across the texts. The point is to have a “conversation” with the readings in preparation for class discussion.

### Writer’s Notebook (10 points):

We will begin some class sessions with approximately 10 - 15 minutes of writing. For this purpose, you will need to bring your Writer’s Notebook, a spiral notebook solely dedicated for this purpose, to each class session. The writing is designed to unleash our own voice as writers.

### Philosophy Statement on the Teaching of Writing (10 points):

Write a brief essay (2-3 pages) that describes your current understanding of how students learn to write and how your teaching facilitates students’ learning about writing.

### Essay Project (15 Points)

Research and review the components of the persuasive, narrative, and exploratory essays and then write a complete lesson plan on how one of these should be taught to students. Lesson plan format is flexible so long as it clearly indicates the specific expectations of both the student and teacher.

### Final Project – Annotated Bibliography (25 Points)

Create an annotated bibliography of 5 sources on the teaching of writing. Each source should appear as separate entries in APA format; these must include the full citation as well as a 150–200 word summary and reflection.

## Course Schedule - SUBJECT TO CHANGE

January 9	Introduction to the Teaching of Writing
January 16	Read Kittle Part One: Foundations - Chapters 1 / <b>Philosophy on Teaching of Writing Due</b>
January 23	Read Kittle Part One: Foundations - Chapters 2
January 30	Read Kittle Part One: Foundations - Chapters 3
February 6	Read Kittle Part Two: Collective Thinking - Chapters 4 / <b>Essay Project Due</b>
February 13	Read Kittle Part Two: Collective Thinking - Chapters 5
February 20	Read Kittle Part Three: Writer’s Workshop - Chapters 6
February 27	Read Kittle Part Three: Writer’s Workshop - Chapters 7
March 6	Read Kittle Chapters 8
March 13	Spring Break – NO CLASS
March 20	Read Kittle Chapters 9
March 27	Read Kittle Chapters 10
April 3	<b>Reading Responses Due</b>
April 10	Annotated Bibliography Review & Discussion
April 17	<b>Writer’s Notebook Due</b>
April 24	<b>Final Project – Annotated Bibliography Due</b>