

Wayne H. Slater, Ph.D.

Curriculum and Instruction (EDCI)

2311 Benjamin Building

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Email: wslater@umd.edu or whslater@gmail.comOffice Hours: 4:00 - 5:00 PM, Thursdays and
by appointment.**EDCI 467: Teaching Writing**

Fall 2007, Section 0101

2212-A Benjamin Building

Thursdays, 5:00 – 7:45 PM

**General Information and
Tentative Syllabus**

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Note: If you have a documented disability and wish to discuss academic accommodations with me, please contact me in writing during the first week of class.

Blackboard Academic Suite (ELMS) General InformationBlackboard Homepage: <http://www.elms.umd.edu>

Blackboard Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

Course Description and Performance Objectives

EDCI 467 is designed to provide pre-service and in-service teachers with current theory, research, and best practice focused on the teaching of written communication. Multicultural, exceptional student, inclusion, diversity, and technology issues will be considered.

Students in this course will be able to: 1) understand theory and research associated with different models for the teaching of writing; 2) apply their understanding of theory and research in designing instruction for all students in elementary, middle, and high schools; 3) understand trends in the teaching of writing (rhetorical, social constructivist, and others); 4) demonstrate effective use of a variety of approaches for teaching writing at the middle school and high school level; 5) demonstrate effective use of a variety of approaches for evaluating written communication; 6) demonstrate an understanding of multicultural, diversity, exceptional student, and inclusion issues relevant to the teaching of writing; 7) demonstrate an ability to use technology, personal computer, software applications, and the World Wide Web (www) for instructional planning in the teaching of writing; 8) demonstrate an ability to use library applications and the World Wide Web (www) for information search relevant to the teaching of writing; 9) understand and explain to students and parents Maryland State Department of Education (MSDE) core learning goals, English content standards, and school assessments; and 10) develop attitudes appropriate for highly qualified teachers.

Required Texts

Barnet, S., & Bedau, H. (2008). *From critical thinking to argument: A portable guide* (2nd ed.). Boston, MA: Bedford/St. Martin's.

Lindemann, E. (2001). *A rhetoric for writing teachers* (4th ed.). New York: Oxford University Press.

Longknife, A., & Sullivan, K. D. (2002). *The art of styling sentences*. Hauppauge, NY: Barron's Educational Series, Inc.

Morenberg, M., & Sommers, J. (2003). *The writer's options: Lessons in style and arrangement* (7th ed.). New York, NY: Longman.

Tompkins, G. E. (2004). *Teaching writing: Balancing process and product* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.

Maryland State Department of Education Web Site: <http://www.msde.state.md.us/>

Maryland Report Card

For performance reports by state, by local school system, and by individual schools, check the *Maryland Report Card* website: <http://www.msp.msde.state.md.us/>

Major Papers

I highly recommended that all major papers be prepared on a personal computer using standard size (8 1/2 x 11) paper. All papers and assignments must be typed and should be double-spaced with 1 1/2 inch margins at the top, bottom, and sides. All outside sources used for any paper or project should be listed in a reference section and noted in the text of the paper or project itself according to an M.L.A. (Modern Language Association), an A.P.A. (American Psychological Association, 5th ed.), or *The Chicago Manual of Style* (15th ed.) format. Make photocopies of all submitted work for your files. Do not fax papers to me.

Paper Identification

On every paper submitted for evaluation, include the following information on the title page:

Full Name (first and last)
Course Number and Title
Assignment Title
Date
Current Email Address

Short Assignments

During the term, you will be asked to prepare exercises, outlines, rough drafts, and final drafts for shorter papers. Since some of your prewriting and writing will be discussed in small groups, you will be expected to make photocopies of your work for small-group discussion.

Grading

All major papers and shorter papers will be graded on an A - F basis. Some of the shorter exercises will be graded on a P - F basis. In the rare instance when it is necessary for me to give an **Incomplete (I)**, undergraduates are required to complete the standard UMCP *Incomplete Contract* form available in the College of Education Access Center, 1204 Benjamin Building.

Final Grades

All work will be taken into account in determining your final grade. Major papers and examinations will be given greater weight. Attendance and class participation will also be determining factors.

The breakdown is as follows:

Mid-term quiz	20%
Final quiz	20%
Misc. exercises	10%
<i>I - Search Paper</i> (prepared in newsletter format) (due Oct. 18)	20%
<i>Lesson Plans: Persuasion/Argumentation</i> (critical thinking) (one week) (due Dec. 6)	20%
Attendance/class participation	10%.

If you wish to check your final grade, go to the **University of Maryland Web Page**. Click on **Testudo**. Then click on **Records & Registration**. Finally, click on **View Your Grades**.

Late Papers

As far as I am concerned, late papers are usually unacceptable and will not receive a grade higher than a C.

Attendance

Undergraduates should refer to the *Undergraduate Catalog 2007 - 2008: University of Maryland, College Park*. Since class participation is an important part of this course, attendance will count as a factor in determining your final grade.

Examinations

There will be a mid-term and a final quiz. Both quizzes will consist of essay questions and identification items. Review guides will be provided.

Reserve Reading

Any outside reading will be on file in Blackboard for EDCI 467. Check the **Course Content** folder.

Cell Phones

Please turn off cell phones during class.

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Questions or Problems

If you have any questions or problems regarding assignments, papers, or tests, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.

Tentative Syllabus and Course Schedule

Thursday, August 30, 2007

Introduction to class

Maryland State Department of Education (MSDE): High School Core Learning Goals: ENGLISH
Maryland State Department of Education (MSDE): Maryland English Language Arts Content Standards

The Nation's Report Card: Writing 2002 (National Assessment of Educational Progress (NAEP));
new NAEP writing data will be available in the Spring of 2008

The neglected "R": The need for a writing revolution (College Entrance Examination Board)

Graduate students should make an appointment to see me at their earliest convenience.

Thurs., Sept. 6

Teaching Children to Write
Writing Workshop

Tompkins, *Teaching writing: Balancing process and product* (4th ed.). Chapters 1 and 2

Thurs., Sept. 13

Writing Strategies and Skills
Writers' Tools
Assessing Students' Writing

Tompkins, Chapters 3 - 5

Thurs., Sept. 20

Journal Writing
Letter Writing
Descriptive Writing

Tompkins, Chapters 6 - 8

Thurs., Sept. 27

Biographical Writing
Expository Writing

Tompkins, Chapters 9 and 10

Thurs., Oct. 4

Narrative Writing
Poetry Writing
Persuasive Writing

Tompkins, Chapter 11 - 13

Thurs., Oct. 11

Teaching Strategies for Struggling Writers
Sentence Combining
Pattern Practice

Longknife, A., & Sullivan, K. D. (2002). *The art of styling sentences*.

Morenberg, M., & Sommers, J. (2003). *The writer's options: Lessons in style and arrangement* (7th ed.).

MID-TERM QUIZ

Thurs., Oct. 18

Why teach writing?
What is writing?
What does the process involve?

Lindemann, E. (2001). *A rhetoric for writing teachers* (4th ed.), Chapters 1 - 3

Thurs., Oct. 25

What do teachers need to know about rhetoric?
What do teachers need to know about linguistics?
Prewriting techniques
Shaping discourse

Lindemann, Chapters 4, 5, 7, and 8

Claim-Support-Conclusion Expository Writing Model

Thurs., Nov. 1

Teaching paragraphing
Teaching about sentences
Teaching about words
Teaching rewriting

Lindemann, Chapters 9 - 12

Thurs., Nov. 8

Developing writing assignments

Responding to student writing
Designing Writing Courses
K – 12 Writing Curricula

Lindemann, Chapter 13 - 15

Thurs., Nov. 15

Critical thinking
Critical reading: Getting started
Critical reading: Getting deeper into arguments
Visual rhetoric: Images as arguments

Barnet, S., & Bedau, H. (2008). *From critical thinking to argument: A portable guide* (2nd ed.),
Chapters 1 - 4

Thurs., Nov. 22

Thanksgiving Break

Thurs., Nov. 29

Writing an analysis of an argument
Developing an argument of your own
Using sources

Barnet & Bedau. Chapters 5 - 7

Thurs., Dec. 6

A philosopher's view: The Toulmin model
A logician's view: Deduction, induction, fallacies
A psychologist's view: Rogerian argument

Barnet & Bedau, Chapters 8 – 10

Tuesday, Dec. 11

Last day for all University of Maryland classes, Fall Semester, 2007