Why do writers write? Because it isn’t there.”

Thomas Berger

Tuesdays 5:15-8:15 LCC
Office Hours by Appointment

COURSE OVERVIEW

EDCI 673 is the third course in the English Methods sequence for the MCERT program. The focus of this semester is on the teaching, assessing, and diagnosing of writing. The course is designed with the intention of helping to create educators who are familiar with the body of research on writing, and who are able to translate the world of theory into the world of practice in their individual classrooms. We will also be examining practice and each of you will teach lessons involving the writing process. In addition, our readings will be discussed with an eye toward best practice in the classroom.

The course will be focused on ways we can engage students in the processes of “writing to learn” while improving student use of the processes and practices involved in “learning to write.” Students will explore strategies for using writing as assessment and for assessing the written work of students.

(NCTE 3.0, 3.1, 3.4, 3.5, 3.7; INTASC 1-9; Emerging Commitments Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, Learners, Curriculum, Educational Goals and Assessment, Social and Cultural Contexts, Technology.

Text

“We believe that all kids have unique and worthwhile thoughts and language in their heads.”

Kirby, Kirby & Liner
ISBN# 0325005885 (paperback)

**OTHER ASSIGNED READINGS**

In addition to the Kirby, Latta, Kirby, and Liner text you will also have other assigned readings that we will discuss in class.

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**CLASS PARTICIPATION AND ATTENDANCE**

To attend to this course you will need to be present, mentally and physically for all scheduled classes and participate actively in all discussions. You are expected to be a collaborative participant of all the work in class. Our discussions serve as a place where you can sharpen your thinking, test your ideas, exchange insights and perceptions, and contribute towards others’ learning.

We may hold classes in a few of the local schools to learn more about the various school environments for teaching English.

**TEACHING LESSONS**

1. Composition Lesson- 15 minutes

   *(NCTE 2.1, 2.2, 2.3, 2.5, 3.5, 3.7, 4.1, 4.5, 4.7; INTASC 4, 5, 8, 9; Emerging Commitment: Reflection, Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Pedagogy, Subject Matter and Learners).*

   Each of you will teach a fifteen minute Mini Lesson on a topic related to the teaching of writing. You should consider a topic that is relevant to all of us and to furthering our understanding of Secondary English Education. You will be required to submit a lesson plan to everyone and you will be expected to provide feedback to your English Colleagues. We will create a class assessment for critiquing these lessons.

2. Multiple Representations of Text Lesson-40 minutes
Each of you will teach a forty-minute lesson to the class. Your lesson will be based on prescribed English curricula. You will be expected to incorporate a writing component in your lesson, and also to collect the work from the class, and then provide feedback to everyone the following week. You will be expected to teach a lively and engaging lesson that includes multiple representations of the text. The challenge will be to keep the spirit of the curricula as well as to include contemporary material. You will be given your selection one week prior to teaching it to the class. During the lesson you will also provide everyone with a copy of your lesson plan (per TPAC guidelines). After you have taught your lesson everyone in the class will write you a letter with their feedback on your lesson, your plan, and any other suggestions they might have for you. You will then read and synthesize this feedback and present it to the class the following week in about a five-minute presentation.

PROFESSIONAL ASSESSMENT ASSIGNMENT

In a group of three you will select student-writing samples from your classes and discuss the writing process and assessment with our class. The assignment will include the following:

*Actual Student Writing
*Overview of Assignment and Assessments from your school classroom
*Discussion of best practice
*At least one professional reading on writing and assessment for the class to read and discuss. You will send this to each of us.
CREATIVE WRITING PIECE

(NCTE 2.1, 2.2, 3.0, 3.1, 3.2, 3.4; INTASC 4, 5, 8; Emerging Commitments Innovation and Creativity, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy).

You will be expected to write, edit, workshop, and publish in a class document one creative writing piece to share with the class.

You will be part of a workshop group to support your own writing and the writing of your fellow teachers.

IN CLASS ASSIGNMENTS

We will be doing a variety of writing assignments in class and discussing these pieces.

You will also be expected to provide feedback to your colleagues about their teaching and writing.

CLASS FIELD TRIP: Writing Based- Dates to be Announced in Class

(NCTE 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 4.3, 4.4, 4.7; INTASC 4, 5, 9, 10; Emerging Commitments Internationalization, Reflection, Innovation and Creativity, Responsible and Ethical Action, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, and Social and Cultural Contexts.

Expanding upon your knowledge of your content, of teaching, of students, and of the vibrant resources of our local area you will be divided into two teams to arrange and fully coordinate two Saturday Field Trips for the entire class. The first field trip will be during the fall semester and will have a literature-based theme. We will elaborate more on these field trips including the exact dates and scope of this assignment in class. The second field trip will take place next semester and will focus on writing.

TEACHER REFLECTIVE JOURNAL

(NCTE 2.3, 2.4, 3.1, 3.5, 3.7, 4.8, 4.10; INTASC 1, 2, 3, 4, 5, 6, 7, 8; Emerging Commitments Reflection, Responsible and Ethical Action, Specialist Competence; Conceptual Framework Knowledge of Subject Matter, Pedagogy, and Social and Cultural Contexts.

Each of you will be expected to keep a teacher journal throughout the entire year. Your journal will include your reflections about your placement, your teaching, your students and their learning, your teaching our readings and
class discussions, the teaching lessons you observe, your work in the program, writing prompts, creative pieces and other relevant thoughts.

**GRADING**

Each assignment will be weighted according to the following breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Composition Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Prescribed Curricula Lesson</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>Creative Writing Piece</td>
<td>20%</td>
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<tr>
<td>Field Trip</td>
<td>10%</td>
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<tr>
<td>Teacher Journal</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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*Note: For the course, if you require any special accommodations due to a documented disability, please let me know.*

**Code of Academic Integrity:**

Students are expected to honor the code of academic integrity for the University of Maryland (http://www.shc.umd.edu) on all matters pertaining to class participation and fulfillment of class expectations.