

Introduction to the Teaching of Writing

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CALENDAR

This is the plan for the course and I will stick to it as firmly as possible. However, as you will learn, or know, from your own teaching, schedules must often adapt to the needs of the class, so this schedule is subject to change as the class needs.

NBCS *Norton Book of Composition Studies* edited by Susan Miller

RWT *A Rhetoric for Writing Teachers* by Erika Lindemann

WTS *The Writing Teacher's Source Book* (4th ed.) edited by Edwards P. J. Corbett, Nancy Myers and Gary Tate

WEEK 1 What is writing and what does it mean to write?

In Class:

Course Introduction

Introductory Blog Posts

Look at *RWT* (pages 10-21)

Look at *WTS*: Fulkerson's "Four Philosophies of Composition" (Pages 3-8)

For Next Class:

Read:

NBCS: Bartholomae's "Inventing the University" (Pages 605-630)

Hesse's "Who Owns Writing?" (Pages 1247-1261)

RWT: Chapter 4 "What do Teachers Need to Know about Rhetoric?" (Pages 37-59)

Takayoshi and Selfe's "Thinking about Multimodality" from *Multimodal Composition* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts

WEEK 2 What does it mean to teach writing?

In Class:

Discuss Readings
Education Experience Narrative Exercise
Introduce Textbook Review Project
Look at some sample textbooks, including those used by university's FYC program

For Next Class:

Read:

NBCS: ☐ Emig's "from The Composing Processes of Twelfth Graders" (Pages 228-256)

RWT: ☐ Chapter 3 "What does the Process Involve?" (Pages 22-34)

WTS: ☐ Salvatori's "Conversations with Texts: Reading in the Teaching of Composition" (Pages 163-174)

☐ Trimbur's "Taking the Social Turn: Teaching Writing Post-Process" from *CCC 45* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts

WEEK 3 What does it mean to teach writing? (Continued)

In Class:

Discussion Facilitation:

Discuss Readings
Process Activity
Look at sample classroom activities
Introduce Conversations in the Teaching of Writing Project

For Next Class:

Read:

RWT: ☐ Chapter 13 "Developing Writing Assignments (Pages 213-221)

WTS: ☐ Ede and Lunsford's "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy" (Pages 320-334)

☐ Elbow's "Closing My Eyes as I Speak: An Argument for Ignoring (Pages 335-352)

☐ Downs and Wardle's "Teaching about Writing, Righting Misconceptions: (Re)Envisioning "First-Year Composition" as "Introduction to Writing Studies" from *CCC 58.4* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmates' posts
Textbook Review for Work-in-Progress Review

WEEK 4 How do people teach writing?

In Class:

DUE: Work-in-Progress Textbook Review for Workshop

Discuss Readings

Look at sample print-based assignments

Research Activity for Conversations in the Teaching of Writing Project

For Next Class:

Read:

WTS: Larson's "The 'Research Paper' in the Writing Course: A Non-Form of Writing" (Pages 216-221)

Fahnestock and Secor's "Teaching Argument: A Theory of Types" (Pages 222-230)

Hess' "Composing Multimodal Assignments" from *Multimodal Composition* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts

WEEK 5 How do people teach writing? (Continued)

In Class:

Discussion Facilitation:

Discuss Readings

Look at sample research and multimodal assignments

Look at CCCC Committee on Intellectual Property and Top Developments Reports

For Next Class:

Read:

RWT: Chapter 7 "Prewriting Techniques" (Pages 109-129)

Chapter 8 "Shaping Discourse" (Pages 130-145)

Chapter 9 "Teaching Paragraphing" (Pages 146-162)

Write:

Blog Post Reading Response and respond to classmates' posts

WEEK 6 How do people teach writing?

In Class:

Discussion Facilitation:

Discuss readings
Practice invention, organization
Introduce Teaching Philosophy Project

For Next Class:

Read:

- RWT*: Chapter 5 “What Do Teachers Need to Know about Linguistics?” (Pages 60-85)
 Chapter 10 “Teaching about Sentences (Pages 163-174)
 Chapter 11 “Teaching about Words” (Pages 175-188)
 Chapter 12 “Teaching Rewriting” (Pages 189-210)
- NBCS*: Macrorie’s “from Telling Writing” (Pages 297-313)
 Sommers’ “Revision Strategies of Student Writers and Experienced Adult Writers” (Pages 323-332)

Write:

Blog Post Reading Response and respond to classmates’ posts
Work-in-Progress: Conversations about the Teaching of Writing

WEEK 7 How do people teach writing? (Continued)

In Class:

DUE: Work-in-Progress Conversations about the Teaching of Writing Project for Workshop

Look at CCC “Student’s Right to Their Own Language”
Grammar and Language Activity
Practice revision strategies on work-in-progress drafts
Introduce Assigning and Responding Project
Discuss and Schedule Mid-Semester Conferences

For Next Class: (Continues on Page 5)

Read:

- NBCS*: Yancey’s “Looking Back As We Look Forward: Historicizing Writing Assessment” (Pages 1186-1204)
- RWT*: Chapter 14 “Responding to Student Writing” (Pages 222-251)
 Huot’s “Toward a New Discourse of Assessment for the College Writing Classroom” from *College English* (Distributed by instructor)
 Borton and Huot’s “Responding and Assessing” from *Multimodal Composition* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts
Prepare for Mid-Semester Conferences next week

WEEK 8 What does it mean to assess writing?

MID-SEMESTER CONFRENCES WITH INSTRUCTOR—BRING ALL WORK-IN PROGRESS MATERIALS

In Class:

Discussion Facilitation:

Discuss Reading
Look at CCC and NCTE Statements on Evaluation and Assessment
Look at Sample Assessment Tools

For Next Class:

Read:

- NBCS: Trimbur's "Consensus and Difference in Collaborative Learning" (Pages 733-747)
- WTS: Murray's "The Listening Eye: Reflections on the Writing Conference" (Pages 66-71)
- Roskelly's "The Risky Business of Group Work" (Pages 123-128)
- Alexander's "More about Reading, Responding, and Revising: The Three R's of Peer Review and Revision" from *Multimodal Composition* (Distributed by instructor)
- Broad's "To Tell The Truth: Beyond Rubrics" from *What We Really Value Beyond Rubrics in Teaching and Assessing Writing* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts
Teaching Philosophy for Work-in-Progress Workshop

WEEK 9 How do people assess writing?

In Class:

DUE: Work-in-Progress Teaching Philosophy for Workshop

Discussion Facilitation:

Discuss Readings
Practice Conferences
Design rubric for practice assessment
Choose partners for Assigning and Responding Project

For Next Class:

Read:

- WTS: “The Components of Written Response: A Practical Synthesis of Current Views” (Pages 243-257)
- Sommers’ “Responding to Student Writing” from *Teaching Composition* (Distributed by instructor)
- Adsanatham’s “Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects” from *Computers and Composition* 29.2 (Distributed by instructor)
- White’s “Using Portfolios” from *Assigning, Responding, Evaluating* (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmates’ posts
Practice Assessment for class discussion
Complete Assignment Sheet and Assessment Tool for Assigning and Responding Project

WEEK 10 How do people assess writing? (Continued)

In Class:

DUE: Assigning and Responding Exchange

Discuss Readings
Look at sample portfolios
Introduce/Review Course Portfolio Project

For Next Class:

Read:

- NBCS: Welch’s “Ideology and Freshman Textbook Production: The Place of Theory in Writing Pedagogy” (Pages 759-771)
- RWT: Chapter 15 “Designing Writing Courses” (Pages 252-279)
- Skorczewsk’s “From Playing the Role to Being Yourself: Becoming the Teacher in the Writing Classroom” from *Teaching Composition* (Distributed by instructor)
- DeVoss and Rosati’s “It Wasn’t Me, Was It: Plagiarism and the Web” from *Computers and Composition* 19 (Distributed by instructor)

Write:

Blog Post Reading Response and respond to posts
Your partner’s “Assigning and Responding” Assignment

WEEK 11 PUTTING IT ALL TOGETHER

In Class:

DUE: Return completed "Assigning and Responding" Assignment to your partner

Discuss Readings

Introduce Course Plan Assignment

Look at sample syllabi and calendars

For Next Class:

Read:

WTS: Harris' "Talking in the Middle: Why Writers Need Writing Tutors" (Pages 139-151)

Grutsch McKinney's "New Media Matters: Tutoring in the Late Age of Print" from *The Writing Center Journal* 29.2 (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmate's posts

Assess the returned "Assigning and Responding" Assignment

WEEK 12 In what other contexts do people teach writing?: Writing Centers

In Class:

DUE: Return Assessed Assigning and Responding Assignments to your partner and discuss activity

Discuss Readings

Visit Writing Center or meet with Writing Center Director

Look at Online Writing Centers/Multi-Literacy Centers

For Next Class:

Read:

NBCS: Selfe's "Technology and Literacy: A Story About the Perils of Not Paying Attention" (Pages 1163-1185)

WTS: Hawisher and Selfe's "The Rhetoric of Technology and the Electronic Writing Class" (Pages 129-138)

Selections from Warnock's *Teaching Writing Online* (Distributed by instructor)

Blair and Hoy's "Paying Attention to Adult Learners Online." *Computers and Composition* 23.1 (2006): 32-48. (Distributed by instructor)

Write:

Blog Post Reading Response and respond to posts

Assigning and Responding Project with Reflection for Work-in-Progress Workshop

WEEK 13 In what other contexts do people teach writing?: Online

In Class:

DUE: Work-in-Progress Assigning and Responding Project and Reflection for Workshop Discussion Facilitation:

Discuss Readings

Look at sample online writing course shells

Look at options for digital and online collaboration, assigning, and assessing

For Next Class:

Read:

NBCS: Shaughnessy's "Introduction to *Errors and Expectations: A Guide for the Teacher of Basic Writing*" (Pages 387-396)

WTS: Rose's "Remedial Writing Courses: A Critique and Proposal" (Pages 193-211)

Write:

Blog Post Reading Response and respond to posts

Work-in-Progress: Course Plan

Bring Portfolio Materials for Studio Time

WEEK 14 In what other contexts do people teach writing?: Basic Writing

In Class:

DUE: Work-in-Progress Course Plan for Workshop

Discussion Facilitation:

Discuss Readings

Open Studio Time to Work on Final Portfolios

For Next Class:

Read:

NBCS: Russell's "American Origins of the Writing-across-the-Curriculum Movement" (Pages 151-170)

Bazerman's "The Problem of Writing Knowledge" (Pages 502-514)

WTS: Zamel's "Strangers in Academia: The Experiences of Faculty and ESL Students Across the Curriculum" (Pages 100-112)

Harris and Silva's "Tutoring ESL Students: Issues and Options" (Distributed by instructor)

Write:

Blog Post Reading Response and respond to classmates' posts

Bring Portfolio Materials for Studio Time

WEEK 15 In what other contexts do people teach writing? ESL/WAC

In Class:

Discuss Readings

Visit from ESL Program Director or WAC Director (if applicable)

Open Studio Time to work on Final Portfolios

For Next Class:

Final Portfolios Due

WEEK 16 Finals Week

PORTFOLIOS DUE