2ENGL 461 The Teaching of Writing Fall 2021

****Tuesdays/Thursdays, 1140am—1255pm
Humanities Classroom Building 416

Dr. Hannah Rule, **ruleh@mailbox.sc.edu**

203 Humanities Office Building

Office Hours: Tues/Thurs, before/after class (quick meetings, in-person)

 Fridays 10-11am & by appointment (virtual, via Bb Collaborate)



**ENGL 461 Academic Bulletin Description** “Theory and methods of teaching composition and extensive practice in various kinds of writing. Recommended for prospective writing teachers.” **Prerequisite:** ENGL 101 and ENGL 102 | **3 credit hours**

# ENGL 461 Full Course Description: *Teacher/Writer/Researcher*

This course explores theories and practices of writing, or what writing is, which in turn inform methods for the teaching of writing in middle and secondary school contexts. The course will be of particular interest to those in Secondary Education English, Education, as well English majors and minors in all tracks; it will appeal to both the teaching-curious or those already on the teaching path; it will be of interest to any writer who is interested in thinking about what writing is and how we make our lives through it. We will explore important issues and philosophies of writing and its teaching and students will the chance to evaluate and extend those issues toward building their own approach, not only as a future teacher of English but also as a writer and critical thinker.

**Course Goals and Learning Outcomes**

Any course on teaching (or writing, or the teaching of writing) cannot equip you with a set formulas or standard procedures for teaching (or writing) effectively. Both Teaching and writing are not formulaic but situated and responsive arts! But the unpredictability and improvisational nature of teaching and writing is what makes it both exciting and challenging. As a result, our course outcomes encompass habits of minds about teaching and writing, immersion in research and concepts in the teaching of writing, as well as attempts to try out “on-the-ground’ teaching and writing practices including the drafting of activities, assessments of student writing, and writing-to-learn, etc. In other words, throughout the course, we’ll balance theory, research, and reflection with approaches to concrete teaching and writing practices you might try out.

***Through this course, you will*:**

* Understand major trends, challenges, and current research in the teaching of writing and English Language Arts (ELA)
* Engage in ongoing inquiry (using informal writing, primary and secondary research methods, etc.) to discover knowledge about your potential professional field(s), the teaching of writing, composing practices and concepts, etc.
* Improve your own writing through constant practice and feedback in a range of genres
* Develop a philosophy of teaching writing
* Articulate approaches and activities that can support the development of student writing
* Experiment with response and assessment strategies
* Think of yourself as a reflective teacher, researcher and writer

# Course StructureStudents can expect mostly discussion-based class sessions, small group activities, and informal writing tasks, with occasional short lectures.

**Required Texts**

* *There is no required textbook to buy for this course*
* All required readings are available in the online, LIVE Course Schedule (links and PDFs), accessible through the main menu of our Blackboard site

***Always*** *bring these readings, print or digital access, to class on their assigned days*

* For use as your Writer’s Notebook, you’ll need a digital journal—a Word doc; a Google doc, etc. devoted only to this class **OR** a physical notebook (flat composition book or small 70p. spiral) used only for this class (see Assignment Description file for more information)

Assignments and Grades

*\*Only short descriptions are provided here; please see full Assignment Descriptions sheets for each on Blackboard*

Writer’s Notebook **25% | 125 pts.**

This notebook will contain your daily, informal writing practice and thinking, serving as a place to write-to-learn, pose questions, brainstorm, log notes and ideas, etc. At mid-term and end of the course, you’ll prepare and reflect on your notebook for evaluation.

Check your Understanding: Reading Quizzes **10% | 50 pts.**

Routine short quizzes about course readings and issues. Quizzes may be announced or “pop”/ surprise. Typically, they will include 2-5 questions (short answer, true/false, fill-in-the-blank) or, occasionally, only one essay/paragraph question.

Responding to Student Writing Project **25% | 125 pts.**

A multi-step project in which you practice and reflect on strategies for responding to student writing for learning, revision, and improvement. *Includes optional revision opportunity.*

Investigating Teaching/Writing: a Primary Research Project **25% | 125 pts.**

A multi-step project in which you use primary and secondary research methods to discover answers to a motivating question of your choosing related to writing instruction, teaching methods and/or writing practice. *Includes optional revision opportunity.*

Philosophy of Teaching Writing Project **15% | 75 pts.**

A reflective and comprehensive practice-meets-theory statement of the goals, values and knowledge informing your approach to the teaching of writing. Includes an end-of-course self-assessment (on your submitted philosophy and your overall course performance).

 **TOTAL 100% | 500 pts.**

# Tracking your Progress All grades will be logged in My Grades in Blackboard, except quizzes. Because your lowest quiz score will drop, I’ll keep a handwritten log of your quiz scores (I encourage you to do the same) and post only your final points earned in Blackboard. If you have questions about any of your grades, contact me to discuss at any point during the term.

**Grading Scale** (note percentage thresholds for letter grades)

90% - 100% = A | 85% - 89.99% = B+ | 80% - 84.99% = B | 75% - 79.99% = C+ | 70% - 75.99% = C

65% - 69.99% = D+ | 60% - 64.99% = D | 0% - 59.99% = F

**Course Policies**

**EXPECTATIONS FOR CLASSROOM/COURSE CULTURE**

*\* I wish to foster a vibrant, engaging, and thought-provoking classroom environment and culture of learning. I hope that you to WANT to come to this class. We’ll spend time the beginning of the term reviewing and getting your feedback on the following guidelines for fostering a supportive classroom community:*

**Routine Classroom Community Habits**

* Please be courteous and respectful of everyone, particularly when we are sharing ideas written and verbal
* Please be prepared every day to actively participate, as it is your activity—writing, thinking, reflecting, and speaking—that constitutes the real content of this course
* Please bring printed or digital copies of the readings on the day there are “due” so that we can reference them during discussion and other activities
* Please be on time as habitual tardiness is disruptive (and may begin to accrue as unexcused absences)
* Please try your best to come to this class everyday (unless you’re ill or have another excused reason)
* *What else?*

**\*\*\* COVID-19 Pandemic Classroom Community Expectations**

The community health threat from COVID-19 is unfortunately not over. As such, all of us need to work together to ensure the health and safety of one another and ourselves. Following the [guidance of the University and Provost’s office](https://web.qa.sc.edu/about/offices_and_divisions/provost/academicpriorities/keepteaching/guidance/index.php), please observe the following in our classroom:

* **Do *not* come to class when you are feeling ill in a manner that could make others ill.**
* **We (USC/Provost’s office/I) strongly encourage you to get vaccinated**, if you haven’t been.
	+ Here is information on [Garnet and Vaxed](https://sc.edu/safety/coronavirus/testing_and_services/vaccine/index.php) (how to get your shots at no cost and with incentives)
		- https://sc.edu/safety/coronavirus/testing\_and\_services/vaccine/index.php
* **Wear a mask, no matter your status.** Effective immediately, **face coverings are required at all times inside all campus buildings**, unless you are in your own residence hall room, private office or you are eating inside campus dining facilities. I will have (and the university will provide in all classrooms) disposable masks; just ask if you need one.
* **Please maintain your social distance** (as much as is feasible) in the classroom.
* Sit generally in the same place (for seating chart and potential contact tracing)
* Please use provided classroom supplies to maintain sanitation including sanitizer, wipes and masks.
* Follow guidelines for testing and reporting symptoms and positives for COVID-19.
	+ [COVID Report Form](https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9)
	+ See “Attendance Policy” section in this document for more information about COVID-related, and other, excused absences and required documentation
* ***Getting vaccinated and wearing a mask indoors as directed is the best way to avoid having COVID-19 disrupt your college semester. Doing so will also help reduce spread in our campus and surrounding community****.*

**Technology and Multitasking**

Technology in the writing classroom presents great advantages, but also presents risks for distraction of yourself and others. You may use a tablet, laptop, or even a phone *to reference course materials, including assigned readings, and to engage in relevant in-class activities*. But please avoid rude, unnecessary, or otherwise inconsiderate practices with technology. Resist distraction behaviors, as they can cause distraction and irritation for others. Don’t text your friends (and don’t attempt to “hide” your phone – we can see if you’re texting under the table). Don’t work on coursework for other classes. In general, monitor your actions and be mindful of others. *What else is important to practice with regards to technologies and focus in the classroom?*

**Group Discussion Practices**

This course consists mainly of discussion and activities. Since a functioning group dynamic is integral to course success, there are some important expectations to establish: first, we should practice discussion with respect and professionalism, an openness to a range of perspectives, and with engaged listening and response. We should all prepare thoroughly and participate actively. We should all work to ensure that many or most are involved, that comments build upon one another, and that we make space for all to get in the discussion **Overall, we—professor and students—will work together to create an ongoing, connected, and rigorous conversation to benefit the learning of all.** *What else?*

**Recommended Study Habits**

*Students who have been successful in this class have tended to*:

* Take notes!—during class (during discussion, activities, instructor-led lecture) in your notebook, while doing the assigned reading
* Listen closely to and regularly participate in class discussion
* Keep up with the readings—find intrinsic value in reading; participate in discussions as informed by the readings
* Read and listen to learn and reflect. Regularly and thoroughly write in the writer’s notebook, when prompted *and* when not
* Ask questions about assignments—ask for clarifications, pitch ideas, bring drafts to my office hours, etc.
* Avoid procrastination on major assignments
* Reach out right away when you’re facing challenges
* See yourself as a professional working with other professionals
* Be active, not passive, in your learning

**Contacting Me & Conferences**

I urge you to take advantage of my office hours throughout the term to discuss your work in the course. In addition to meetings, I am happy to answer questions and respond to concerns via email. I typically promptly reply to email M-F 10am to 7pm, weekends more sporadically. I’m very consistent with communication to students; I expect that you reciprocate by keeping up with course messages and by not hesitating to contact me for any reason. *How else can we best foster communication?*

**POLICIES and EXPECTATIONS DIRECTLY IMPACTING COURSE GRADES**

# Attendance Policy

I encourage you to make attending this class a priority. Sometimes, though, misses are unavoidable. There are two kinds of absences, excused and unexcused. (For more background on this recent university-wide policy, please [visit this link](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text.) and find “Attendance Policy” in the list.)

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| --- | --- | --- | --- |
| **Excused Absences**  | Including but not limited to military service, jury duty, childbirth, observance of a religious holiday, severe and/or transmissible illness, participation in authorized university activities | **What to Do:*** **Document**: To arrange excused absences, use [this omsbuds form](https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=7%20excused%20absence%20form), if needed
* For COVID-19 related absences, [use this form.](https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9)
* **Notify** me in writing as soon as you can; briefly explain reasons for the absence and provide documentation
* **Turn in Work:** Ensure that I have any work that is due that day, before class starts (or make alternative due date arrangements with me)
* **Arrange Make-Ups:** Work with me to arrange make up work, including point-bearing work like quizzes and in-class writer’s notebook prompts as well as make-up tasks for discussion/participation
 | Not every illness will rise to the level of “excused” It is imperative that you stay home if you feel sick in a way that may be contagious to others. If you experience COVID-19 symptoms, please stay home, contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511), complete the [COVID-19 Student Report Form](https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9) to notify professors that you will be absent from class. When talking with the SHS nurse, be sure to ask for documentation of the consult as you will need this to document why you missed class. There are no limits per se to excused absences; however, certain circumstances may make it impossible for you to continue the course (e.g., extended severe illness). We’ll work with the university to sort these situations, if they arise.  |
| **Unexcused Absences** | Including but not limited to not feeling well, appointments/schedule conflicts, elected travel, mental health breaks, etc. *Whatever doesn’t rise to the level of documentation but still feels necessary* | **What to Do:** * Notify me, in brief, if you choose
* Ensure I have any work due that day, before class starts
 | Based on the University’s 5% rule, you have **two unexcused absences** to use as needed. * *Generally* quizzes and other point-bearing in-class work *cannot* be made-up for unexcused absences
* Accrued and habitual substantial tardies can “add up to” one (or more) unexcused absences

Because of the importance of discussion and class work and in light of the university’s “5% rule,” **up to 25 pts. will be deducted from your final course points total for *every* unexcused absence beyond your allotted 2**.  |

If you ever find it difficult or impossible to attend your classes, you may qualify for [Hardship Withdrawl](https://sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/dean_of_students/withdrawal/hardship_withdrawal/)

# Late Work Policies

*Keeping up with the pace of this course* (doing all daily work, meeting all deadlines, regularly attending, etc.) *is important to your learning and success in the course.* Meeting deadlines is moreover important to *me*, and so I ask that you be conscientious. This request is not about being able to meet every deadline (though that’s great too); rather it’s about requesting adjustments you need in a timely and efficient manner. When you have to miss a quiz or you need more time to meet a deadline,here is what to do:

|  |  |
| --- | --- |
| ***If you miss a class*** 🡪 | * Try to email me when you are going to miss a class. I don’t need every detail, just a quick word on what’s going on.
* Complete any daily assignments (e.g., do the readings, writer’s notebook entries, etc.). If something is due, send it to me ***before*** class meets to avoid late penalties.
* Quizzes may not be listed in the schedule; these are “soft” pop quizzes, meaning you may not know when one will happen. You can ask me about quizzes right after you miss or in the email to me notifying me of your miss.
	+ ***If you miss a quiz*** 🡪 you can make it up *ONLY* if you contact me *in advance* or very soon after the class to arrange. If you do not make quick/timely arrangements, the score will be a zero.
	+ You *may not* be able to make up quizzes for unexcused absences
 |
| ***If you need more time for a larger assignment*** *🡪* | * Email me in *advance* of a deadline*,* and I will consider accepting the work late with no penalty: 1) request your extension and notify me of the circumstances prior to the assignment’s deadline and 2) propose and meet a *specific* reasonable alternate submission date and time (24-48 hrs. is no problem; longer extensions are considered, as needed). Don’t abuse this opportunity but do use it if circumstances present.
 |
| ***If you miss a due date but never contacted me*** 🡪 | * You’ll have 24 hours to get the work in and incur a 25%-point penalty; 48 hours is 50%; more than 48 hours 75% penalty.
 |
| ***If work is missing for more than 4 days after its due date*** 🡪 | * If no arrangements have been made, after 4 days, a zero is recorded and there are no make-ups. More than one missed deadline like this, and I may request that you drop the course.
 |

I will not consistently/always notify students when work is missing. It’s your responsibility to ensure you’re meeting deadlines/completing the required work. As always, reach out if you’re unsure or need assistance. I’m here to help.

POLICIES ESTABLISHING TERMS OF WORK IN THE COURSE

# Academic Integrity

The first tenet of the Carolinian Creed is, “I will practice personal and academic integrity.” You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum penalty of failing the assignment and may include additional disciplinary measures. Violations of academic integrity especially relevant to this course includes improper citation of sources, using another student's work, certain reuses of work from other courses, and other forms of academic misrepresentation.

Here are ways to learn more about relevant University policies:

* [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (http://www.sa.sc.edu/creed)
* [Academic Responsibility](https://www.sc.edu/policies/ppm/staf625.pdf) (http://www.sc.edu/policies/staf625.pdf)
* [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (https://www.sa.sc.edu/academicintegrity/)
* [Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/security/policy/universitypolicy/)

# Disability Services

The [Student Disability Resource Center](http://www.sa.sc.edu/sds/) (SDRC) (http://www.sa.sc.edu/sds/) empowers students to manage challenges, limitations, and differences experienced as part of disability. Students with disabilities are encouraged to contact me in the first week of classes to discuss the logistics of any accommodations needed to fulfill course requirements. To receive reasonable, timely accommodations appropriate to the work and expectations of this course, you should be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations. For all, I will do my best to make materials and course delivery widely accessible; should anything about that delivery indicate otherwise, please let me know so I can modify!

# Formatting

Each assignment may require a different format for submission and will be specified in each assignment description. For writer’s notebook, you can either handwrite entries, type and paste them into the notebook, take a picture of a handwritten entry, do a blend of handwritten and typed entries, etc. In general, for the major assignments, please follow MLA 8 style and documentation guidelines: e.g. 1-inch margins, reasonable font like Times New Roman, Constantia, etc., double-spaced (unless otherwise specified), with correct MLA heading.

# Course Communication

Ensure that you are checking your school email regularly (if necessary, you can have your school address forwarded to a preferred account). Ensure you are receiving communications and notifications through Blackboard. Do not use the “Messages” feature in Bb; email instead. Also, check Blackboard routinely. Carefully read all course Announcements. Carefully read course documents, including Assignment Descriptions, Schedule, Syllabus. Ask prompt, informed questions when something is confusing.

**Course Schedule –** ENGL 461 The Teaching of Writing, Fall 2021

* WN = Writer’s Notebook Entry
* Use this print schedule to plan—as you can see, there are some areas to be determined. Changes/updates will always reflect immediately on the “LIVE Course Schedule” on Blackboard. I’ll update this print version as needed.
* **Use this print schedule in concert with the “LIVE Course Schedule” on Blackboard. The LIVE schedule will *always* be detailed, updated, and it will contain the files of readings and assignment descriptions you’ll need, right when you need them!**
* It’s important to me to account for the vibe, pace, and interests of the class as a whole, and of course, in 2021, we’re still all living through a global pandemic, which could change things drastically at any time. In general, you can expect *small* adjustments to what you see in this print schedule—e.g., skip some readings, add some, add or modify a notebook assignment, etc. If course changes include changes to assignment deadlines, I’ll always try to give you *more* time rather than less. It would be highly unusual if I announced adjustments to assignments/course expectations—should that happen, the class will be consulted!
	+ *In short, the terms of the course are subject to change at Dr. R’s discretion, mindful of the welfare of all!*

|  |   | Date | In-Class Topic  | Daily Assignment Due | Major Assignment Due  |
| --- | --- | --- | --- | --- | --- |
| -- | Th | 8/19 | Orientations to Writing-Introductions: Course, Classmates*-What is writing? Why write?* *-Memories of learning Writing*“When Teaching Children how to Write” |   |   |
| 2 | T | 8/24 |  Orientations to Writing-*Being a Writer🡪Writing Teacher*-“What the best writing teachers know”-“Fostering the Writing Identities of Teens in ELA Classrooms” | * **WN:** (*reflective prompt, not connected to a reading*) Write about yourself as a writer. Some questions to inspire: What are the ways writing is important to your life? What are your memories of writing and learning writing in school? How do you think or not think of yourself as a writer?
 | \**there* could be *a quiz today (on syllabus details)* |
|  | Th | 8/26 |  Orientations to Writing-*Contemporary contexts for writing and its instruction*-NCTE Prof Knowledge document  | * Read Gallagher, “Running with the Literacy Stampede”
* **WN**: Based on your reading of Gallagher (and anything else you’ve read so far), describe two or more things that surprise you or that you’ve never thought about with regards to teaching writing today. Include one quote from the chapter that sticks out/resonates with you (may but doesn’t have to connect to your surprises).
 | \**Expect a quiz today* |
| 3 | T | 8/31 | Teacher as writer/ as researcher | * Read Gallagher, excerpt from *Write Like This*
* Read Reif, “A Reader’s-Writer’s Notebook”
* **WN: \***TBA (see Bb Live Schedule)
 |  |
|  | Th | 9/02 | Teacher as writer/ as researcher-Establishing a teacher-researcher-writer approach | * Read Bardine, “Teacher Research”
* **WN**: What appeals to you about a teacher research approach? What seems challenging or confusing about it?
 | \*expect a quiz (Gallagher, Reif, and Bardine) |
| 4 | T | 9/07 | Doing (Purposeful) Writing-Authentic Instruction-“If not the 5para” | Read Rowlands, “Slay the Monster”**WN**: Thinking about Rowlands, reflect on your own experiences writing in middle and/or high school. To what extent was it "form-based"? Why do you think the 5-para essay has persisted? What would happen it teachers stop teaching it? What can replace it? |   |
|  | Th | 9/09 | Doing (Purposeful) Writing -Writing Rhetorically | Read Assaf and Johnson, “A Call for Action” **WN**: Evaluate Assaf and Johnson's project. What do you value about it, what would you change? |   |
| 5 | T | 9/14 | Responding to (Purposeful) Writing-Response Memories-Imagining the Situation-First Try Responding | *No reading to prepare*!   |   |
|  | Th | 9/16 | Responding to Writing~~-Exchange Responses Activity~~ | ~~Read Jago, “Do no Harm”~~ *~~No WN~~*~~, but expect a quick quiz on Jago~~  | ~~If needed, finish your first response attempt~~~~(started on Tues 9/14) and bring it in today~~ |
| 6 | T | 9/21 | Responding to Writing-**Exchange Responses Activity in class** -Global/Local | Read Jago, “Do no Harm”No WN, but there may be a short quiz on Jago~~Read, “Praise Question Wish”~~**~~WN~~**~~: \*TBA (see Bb Live Schedule)~~ | Finish your first response attempt “A Place in the Sun” and bring it with you to class (checked for completion - 15 pts) I gave you a hard copy 9/16, but if you need a copy it’s here: “A Place in the Sun”  |
|  | Th | 9/23 | Responding to Writing-crowd sourcing response strategies -start Second Try Responding, “Conquering Disapproval”  | Read Slusher “Praising Questioning Wishing” Read Elbow, “High and Low Stakes” excerpt **WN**: Make a list that describes, with some detail, THREE THINGS Slusher and Elbow teach you to do when responding to student writing that you think improves your practice.  |   |
| 7 | T | 9/28 | Responding to Writing-Mentor Text Activity-“Teach Students to Read like Writers” excerpt -Start Third Try Responding | *No reading to prepare*!   | Finish your second response attempt “Conquering Disapproval”and bring it with you to class (checked for completion - 10 pts) I gave you a hard copy 9/16, but if you need a copy it’s here: “Conquering Disapproval”   |
|  | Th | 9/30 | Responding to Writing-“Correcting” “Errors”-Minimal Marking -“Reasons to Stop Writing on Student Work” (?)-Reflect on Response, Authentic, Reading-Writing | ~~Read Marshall, “To Correct or Not Correct”~~**~~WN~~**~~: \*TBA (see Bb Live Schedule)~~ |   |
| 8 | T | 10/05 | Writing-Teacher Researching-Teaching as Learning-Primary/Secondary-Qualitative Methods   | *No reading to prepare*!  \**~~Expect an essay question quiz today~~* | **\*Responding to Student Writing Proj DUE**  |
| -- |  | 10/07-10/08 | **Fall Break (no classes)**  |
| 9 | T | 10/12 | Writing-Teacher Researching  | Bring in the copy of your working proposal  | \*Working Proposal for Investigating Teaching/ Writing due (5 pts.) |
|  | Th | 10/14 | Writing is Language -Hartwell on grammar-Diaz, Language incomprehensibility | *No reading to prepare*!    | **\*Writer’s Notebook—Midterm Check due**  |
| 10 | T | 10/19 | Writing is Language  -Writing is Social-Nesbitt, Strategies for ELL | Read Curzan, “Says Who?”Read Perryman-Clark, “Languages, Dialects, and the Myth of Edited American English”**WN**: \*TBA (see Bb Live Schedule) | **\*Proposal** due for Investigating Teaching/Writing (5 pts.) – by class time |
|  | Th | 10/21 | Writing is Language   | Read Anderson, “Zooming in and Out”**WN**:  \*TBA (see Bb Live Schedule) |   |
| 11 | T | 10/26 | Writing is Technology, is more than Words -NCTE on Multimodality | Read Bishop and Counihan, “Beyond the Page”**WN**: \*TBA (see Bb Live Schedule) |   |
|  | Th | 10/28 | Writing-Teacher Researching | *No readings to prepare*!  | ~~\*Inquiry-in-Progress Sharing~~ |
| 12 | T | 11/02 | Writing is Reading   -“Teach Students to Read like Writers”  | Read “Relationship between Reading and Writing” Read Morell, “Read the Word and the World”**WN**: \*TBA (see Bb Live Schedule) |   |
|  (W 11/03 Last Day to Drop/Add w/o "WF" grade) |
|  | Th | 11/04 | Writing is Reading    -“Take Advantage of Reading-Writing Relationships” |  *No readings to prepare*!   |  **\*Step B of Investigating Writing Proj due – “raw” primary research** |
| 13 | T | 11/09 | Writing is social, is expectations  | Read Andrew Vaughn and Fleischer, “Unfamiliar Genre Research Project” **WN**: \*TBA (see Bb Live Schedule) |   |
|  | Th | 11/11 | Writing is social, is expectations  -Genre of the Teach Phil-Genre research activity-phils |  *No readings to prepare*!  | **\*Investigating Teaching/Writing Proj DUE—Write Up (Step C)** |
| 14 | T | 11/16 | Writing is Social, is Judged -Assessment  | ~~Read Atwell, “Making the Grade”~~ Read Gallagher, “Using Assessment to Drive Better Student Writing” **WN:** \*TBA (see Bb Live Schedule) |   |
|  | Th | 11/18 | Writing is Social, is Judged -Rubrics  | ***\*TBD*** Read “Great Rubric Debate”Read “The Power of Student Designed Rubrics”~~Read “Grade the Learning”(?)~~Read “Transferring Ownership of Writing to Students” **WN:** \*TBA (see Bb Live Schedule) |   |
| 15 | T | 11/23 | Writing is Social, is Judged -Rubrics -Start Collab Teach Phil Rubric  |  *No readings to prepare*!  | **\*Writer’s Notebook—FINAL Check**  |
| -- |  | 11/24-11/28 | **Thanksgiving (no classes)**   |
| 16 | T | 11/30 | Teaching/Writing as Ongoing Inquiry: Reflection Revision  | **\*TBD***: optional revisions, reflection activities, wrap-up, course evals.*  |  \***Presentation** to Community of Teacher Researchers due -- Step D |
|  | Th | 12/02 | Teaching/Writing as Ongoing Inquiry: Reflection Revision  |   |   |
| 12/06-12/13 | *Final Exams*Teaching of Writing Phil, and any Optional Revisions, due 🡪 @o*ur assigned exam date/time:* **Thurs Dec 9, 1230pm** |