ECI 520: TEACHING COMPOSITION
Dr. Ron Honeycutt – Summer 2011

“So in English studies, writing instruction has remained at the heart of curricular decisions as to the kind of society we should advocate and the kinds of individuals we should encourage to make up that society. Decisions about writing pedagogy put into material practice our beliefs as to the purpose education should serve in society.” – Catherine L. Hobbs & James Berlin

**LEAD** and **SERVE** constitute the conceptual framework for all programs for professional educators at NC State. They are the touchstones that assure that our students graduate with the following:

- **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- **SERVE:** elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

### Course Information

**Course Prefix and Title:** ECI 520 Teaching of Composition

**Course Catalog Description:** “For classroom teachers. Practical, field-tested ideas to help students improve as writers by focusing on composition as a process as well as a product. Activities for teaching prewriting, drafting, revising, proofreading, grammar and evaluating with suggestions for individual and group learning. Writing in content areas and composition research/theory.”

**Number of Credits:** 3 hours

**Date Syllabus Was Last Revised by Course Action:** 1998. Syllabus updated yearly.

**Prerequisites/Co-requisites:** 9 hours of ED, PSY and/or ENG; to take this course in summer as part of Capital Area Writing Project, student must apply and be selected.

**Meeting Time:** Online

**Class Location:**

**Instructor Information:**
Name: Dr. Ron Honeycutt  
E-mail: ron_honeycutt@ncsu.edu  [Note: E-mail is the best way to reach me.]  
Office location: 528B Poe Hall  
Office phone and/or other contact information:  O: 515-5286  
Office Hours: By appointment  
Course Website: TBA
## Required Course Materials:

### Required Texts and Materials

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Camille</td>
<td>The multigenre research paper: Voice, passion, and discovery in Grades 4-6</td>
<td>Portsmouth, NH: Heinemann.</td>
<td>032500319X</td>
</tr>
<tr>
<td>Romano, Tom.</td>
<td>Blending genre, alternating style: Writing multigenre papers.</td>
<td>Portsmouth, NH: Heinemann.</td>
<td>0867094788</td>
</tr>
</tbody>
</table>

### Recommended Course Materials (not required):

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN-10</th>
</tr>
</thead>
</table>

### Also recommended:

Student memberships in the following professional organizations:

- International Reading Association (IRA): see [http://www.reading.org/association/membership/categories.html](http://www.reading.org/association/membership/categories.html)

## Course Description

ECI 520 is designed to provide a theoretical basis and practical framework for the teaching of composition. A review of the history of composition, the ideologies underlying that history, and the current debates in the discipline will provide a spectrum within which to locate yourself as a teacher of writing and the tools to imagine, analyze, and strengthen your pedagogy. The course is designed to give prospective and current teachers of the English language arts and literacy some intensive instruction in ways to write and, more
importantly, ways to teach writing at various grade levels. Since this is a writing course, you can expect to do a lot of writing, a fair amount of reading, and much discussion about ways to use writing in your classrooms. Practices explored include setting student writer/learner goals, participating in activities reflective of the writing process (pre-writing, drafting, revising, etc.), designing writing assignments, responding to writing, assessing and evaluating student writing, participating in peer and one-to-one conferencing, and writing with digital texts.

The complexity of the writing process often generates more questions than answers. This course seeks to raise these questions and to provide an opportunity for students to explore through reading, writing, and discussion a number of possible solutions. Areas for discussion include:

- What is composition and what are the theories that support different writing pedagogies?
- What is the composing process and what is the theoretical basis for teaching writing as a process?
- What are the problems as perceived by students and critics of composition programs?
- How do writing teachers address the varying writing needs of students?
- What should be the scope of a writing program? What should be taught—why and when?
- What are some “effective strategies”/“best practices” for teaching composition?
- What has research contributed to our knowledge of the teaching of writing?
- What are the implications of emerging technologies and digital texts on the writing process and the teaching of composition?

Your tasks in this course are to:

- gain a better understanding of your own writing processes and further develop as a writer
- learn and try out new techniques for writing and teaching writing in various contexts
- consider current issues under national discussion in public schools and how those issues affect the ways you teach writing.

**LEAD/SERVE Conceptual Framework** (may be found in its entirety at [http://ced.ncsu.edu/about/conceptual_framework.htm](http://ced.ncsu.edu/about/conceptual_framework.htm))

The course objectives below are aligned with the LEAD/SERVE (L/S) College of Education conceptual framework as well as NCTE/IRA, INTASC, NCDPI Core/Diversity/Technology, and appropriate Specialty Area Standards. These related standards are noted after each objective.

- **L/S 1.** Learn general pedagogy.
- **L/S 2.** Educate with specific content specific strategies for teaching, may include technology.
- **L/S 3.** Apply discipline or content specific knowledge.
- **L/S 4.** Demonstrate understanding the educational context, i.e., school culture, societal issues.
- **L/S 5.** Scholarly knowledge base to guide educational decisions.
- **L/S 6.** Ethical disposition for behaving with respect, integrity, personal responsibility
- **L/S 7.** Reflective and self-evaluative
- **L/S 8.** Value diversity (with a sensitivity to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences)
- **L/S 9.** Experienced in practical application of knowledge

**Course Objectives:**

This course will provide you with opportunities for both theoretical considerations and practical applications of the materials and methods to develop the following competencies:

- **Knowledge of the issues and trends in the teaching of composition.**  
  Related Standards: L/S 4, 5; NCDPI-ADV 4.

- **Knowledge of issues and assumptions in using writing in the content areas, including an understanding of the features of the process model of teaching composition and how it differs from traditional approaches.**  
  Related Standards: L/S 4, 5, & 7; NCDPI-ADV 4.
- Knowledge of current research findings relevant to teaching composition (e.g., language development; writing apprehension; peer group learning, audience awareness; evaluation; effects of mode on discourse; competency testing in writing, grammar and writing, and reading-writing connections).  
  **Related Standards:** L/S 5; NCPDI-ADV 3.

- Ability to employ, analyze, and evaluate emerging technologies, including computer resources, appropriate to teaching writing.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to organize, train, monitor, and evaluate peer writing groups or peer partnerships.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to create, execute, and evaluate writing assignments.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to organize, train, monitor, and evaluate peer writing groups or peer partnerships.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to create, execute, and evaluate writing assignments.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to evaluate the cognitive skills that come into play in various writing tasks.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1.

- Ability to evaluate the quality and growth of your own writing as well as that of peers.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1, NCPDI-ADV 2.

- Ability to conceptualize a sequence of writing assignments and experiences and to design either a single composition course for your own classroom, an all-school writing program, or a series of in-service sessions for teachers.  
  **Related Standards:** L/S 2, 3; NCPDI-ADV 1, NCPDI-ADV 2.

- Ability to formalize a philosophical position on how to teach composition.  
  **Related Standards:** L/S 2, 3, 5, 7; NCPDI-ADV 1.

- Ability to assess your own power and confidence as a teacher and writer.  
  **Related Standards:** L/S 2, 3, 7; NCPDI-ADV 1, NCPDI-ADV 5.

**Selected Outcomes:**

Composition Definition, Writing Portfolio, Inquiry-Based Learning Project, Writing-Based Lesson Plan, Teaching Grammar in Context Assignment, etc.

**Course Requirements:**

**Attendance, Preparation, and Participation:** This is a professional online course – you are expected to act as professionals, exhibit professional dispositions, and to participate on all the online discussions and submitting work promptly on time. Remember that this course material has been reduced from approximately sixteen weeks into five weeks.

- **Weekly Prep Work/Readings:** As discussed above, the assignments are posted on the Web page detailing the weekly reading assignment(s) and response work required. Please understand that prep work should be completed weekly to participate fully and constructively in the online discussion forums.

- **Major Assignments/Projects:** In addition to a number of small assignments, there will be a few major projects during the course of the class.  
  **ALL major assignments must be word-processed and submitted online through the Vista website**

  - **Online posts and response to discussion prompts:** Over the course of the semester, you will write 13 responses on the course content readings (e.g., writing history, readings, case studies or scenarios that deal with problems that may arise in the writing classroom, and/or current debates over writing pedagogies). You must also briefly respond to 2 of your peers’ post for each prompt.  
    **[L/S 1-9; 15 points for each response; 195 points total]**
o Literary Analysis Essay: You may select any book or short story that you have read and that you would assign to your students and compose a literary analysis essay as a model and sample for students to see. [L/S 1-3, 7; 100 points]

o Parent Letter: You will create a letter to parents communicating clearly what your informed position on the teaching of writing is, including a description of some of the types of methods, strategies, activities, and resources that you will employ with students. We’ll discuss notions of audience as well as mode with regard to this assignment. Your letter should reflect a strong understanding of course content as well as an ability to communicate effectively with parents about your teaching practice. [L/S 2-9; 55 points]

o Multigenre Essay/Research Paper: Tom Romano’s book Blending Genre, Altering Style has revolutionized the way teachers (and students) envision the (dreaded) essay and/or research paper. No longer does the essay or research paper have to be taught as five paragraphs with the requisite introduction, three body paragraphs and conclusion but, instead, can be characterized as “…the arts of writing, painting, music, and dance all coming together as one, enhancing each other, informing us, upping the emotional ante, building in a multigenre, multimedia, multidimensional [reading and writing] experience…” (Romano, 3). Wow! And you get to write one! But don’t worry—we’ll look at some examples together! You will pick a compelling topic, and we’ll discuss what a genre is and make lists of different genres. You will also choose various genres (e.g., double voice poem, dialog, short story, extended metaphor, form entry, etc.) that best fit into the telling of your own story or research findings in an essay/research paper. We will workshop these pieces in class in writer’s circles. You will get the chance to responds to your peers’ writings with sensitive, intelligent feedback, and help your peers edit and revise. (All of which are important things you will want your own students to do!) [L/S 2, 3, 7; 150 points]

**Evaluation:**

The requirements listed above are designed to measure the stated course objectives, fulfill program requirements, serve the College of Education’s LEAD/SERVE conceptual framework, and facilitate your meeting related standards. Over the course of the semester, several different approaches to evaluation suggested by your texts, including a portfolio of representative work, will be applied to your work. Throughout the course, you will receive a variety of responses to your work (formative evaluation) from both your peers and the instructor in the form of verbal and written observations of your work.

Grading: The course will consist of approximately 500 points:

- **A-/A/A+ = 450-500**
- **B-/B/B+ = 400-449**
- **C-/C/C+ = 350-399**
- **D-/D/D+ = 301-349**
- **F = 300 or below**

**Note:** Failure to turn in a major project (any listed above) will automatically result in an F grade for the course.
Tentative Class Schedule / Activities -- Revised:

Note: This is a working schedule. More specific details and final due dates will be provided on assignment sheets and the weekly prep sheet handouts. Course readings will vary at times based on grade-level orientation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Selected Topics [Not Comprehensive]</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23 – 28</td>
<td>Lesson 1: Understand the Emotional Factors that Negatively Impact Writing and Getting to Know One Another</td>
</tr>
<tr>
<td>May 30 – June 4</td>
<td>Lesson 2: The Writing Process</td>
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<td></td>
<td>Lesson 3: Voice and Audience</td>
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<td>Lesson 4: Responding to Student Writing</td>
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<td>Lesson 5: Writing About Literature and Crafting Essays</td>
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<td>Lesson 6: Grading, Evaluation, and Publishing</td>
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<td>June 6 – June 11</td>
<td>Lesson 7: Introduction to Multigenre Writing -- What is it?</td>
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<td>Lesson 8: Guidelines for Completing Multigenre Papers</td>
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<td>Lesson 9: Elements of Multigenre Writing</td>
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<td>June 13 – June 18</td>
<td>Lesson 10: Multigenre: Research, Dialogue and Narrative pieces</td>
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<td>Lesson 11: Multigenre and Poetry</td>
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<td>June 20 - 24</td>
<td>Lesson 12: Studying Multigenre Examples</td>
</tr>
<tr>
<td>June 25</td>
<td>Final Multigenre Paper due</td>
</tr>
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Course Topics/Themes

Topics/themes for exploration and discussion includes but is not limited to the following: writing contexts (personal, historical, and philosophical); interactive writing; the writing process(es); motivating writing (prompts, prewriting, poetry, etc.); grammar issues; language experience exercises; feedback and assessment; writing to learn; inquiry-based learning; reinventing the traditional research paper; etc.

"I hear and I forget; I see and I remember; I write and I understand."

-- Chinese Proverb
ADDITIONAL IMPORTANT INFORMATION

Course Evaluation Information

Schedule: Online class evaluations will be available for students to complete during the last week of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: https://classeval.ncsu.edu
Student help desk: classeval@ncsu.edu
More information about ClassEval: http://www2.acs.ncsu.edu/UPA/classeval/index.htm

A complete list of reminders for the beginning of the semester can be found at http://www.ncsu.edu/reg_records/publications/reminders.html

University policy dictates that the following be included in the course syllabus:

University policies on attendance, (excused and unexcused) absences, and scheduling makeup work please see: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653, or online at http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Help for taking and passing PRAXIS I and II is available in the College of Education Media Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at www.ets.org/praxis
Information on CED Teacher Education is found at http://ced.ncsu.edu/profed/index.php

The College of Education’s Conceptual Framework may be found in its entirety at http://ced.ncsu.edu/about/conceptual_framework.htm