English 6110 -WRITING FOR TEACHERS
Monday 5:30-8:10
Davis Campus, Building 2, rm. 303

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COURSE DESCRIPTION:
This course is designed to foster your own skills as both a writer and a teacher of writing in secondary schools. Our collective experiences as writers will guide us into theories, processes, strategies, and methods for facilitating our writing and the writing of others. In addition, you will learn to serve as an effective responder to others’ writing so that the feedback we offer will be useful to the writer. Finally, we will consider constructive ways to evaluate and assess our effectiveness in teaching writing and helping our students become strategic writers and readers. Consideration of the new Utah Core Standards as they apply to secondary teaching will be central to our pedagogical focus.

REQUIRED TEXTS:
Carol Booth Olson (2011). The Reading Writing Connection
Jeff Anderson and Deborah Dean, (2014) Revision Decision

Utah State Core Standards

Recommended Texts:

COURSE OBJECTIVES:
By the end of this course, you should be able to:
• Articulate a personal philosophy of teaching writing based on current research and professional experiences with student writers.
• Develop a clear understanding of writing processes and apply your own individual process to your work;
• Gain confidence in your own writing and in sharing your writing;
• Improve your ability to give effective feedback to your peers and to student writers;
• Support your students’ writing processes by using strategies that promote and encourage engaged writing at all phases of the process;
• Plan a coherent curriculum for teaching writing that offers students choices in the kinds of writing they produce and that aligns to the Utah Core Standards;
• Integrate grammar instruction into the context of student writing and writing workshop;
• Inform your practice as a writing teacher through conducting action research.

The MENG Program is dedicated to helping students master the following learning outcomes. This class focuses specifically on LO1, LO2, LO6

LO 1: Demonstrate an ability to gather, analyze, and communicate information effectively.
LO 2: Demonstrate in texts cultivated skills in careful reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.
LO 3. Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.
LO 4. Demonstrate knowledge of and interaction with foundational and current scholarly criticism.
LO 5. Acknowledge and articulate the significance of key primary texts in one specific literary genre, period, culture or style.
LO 6. Demonstrate an ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals, such as the MLA style sheet for literary papers or the Chicago or APA formats for papers that range into historical or sociological areas of study.

COURSE EXPECTATIONS:
• Attendance and Participation: Your attendance and weekly preparation are critical to the success of this course. Your input and reactions to assigned readings, discussions, research, and hands-on experiences will comprise the central material for the class. You are expected to read critically and closely, share your opinions and insights, respect the ideas and comments of other class members, work in small groups effectively, workshop drafts of your multigenre paper, and remain positive and open-minded. Coming late, missing more than 2 classes, or being unprepared will affect your grade. More than 3 absences may affect your credit.

COURSE ASSIGNMENTS:
• READING (15%):
  Read the text each week in preparation for class discussion. Annotate/highlight/pose questions about the ideas that you want our discussions to address. Each week, post a response to the reading on our class blog. To receive credit, your response must be posted 24 hours prior to class. (LO1, LO2)

  • PRESENTING:

    Guided Writing Lesson and Genre Demonstration (5%): You will create a lesson introducing a specific genre and demonstrate through your own writing how to conceptualize, draft, or revise a piece of writing in your chosen genre. See specifications for details. Due: on sign-up date. (LO1, LO2, LO3, LO6)

    Workshopping Drafts of your multigenre paper (10%): As a class, we will set due dates for drafts of your multigenre paper to be shared and responded to by your peers. Peer responses should be used for the responding assignment (see below). (LO1)
• RESEARCHING (20%):

Design an action research project that you can complete with students focused on some aspect of teaching writing. Use the research process to complete this project:
1) Pose a question or develop a line of inquiry for investigation; 2) Read how other teachers or writers have approached or researched your question; 3) Design and implement your own data from working with student writers; 4) Assess the findings (ie. student responses, student samples, videotape of teaching or small peer response groups, personal journal of observations and reflections); 5) Decide how you will present your research to the class/professor (a research paper, a PowerPoint presentation, a creative genre, etc. Whatever genre you choose, consider including information on background readings, methodology, findings, conclusions, and recommendations. Proposal due **September 14**; Final research “presentation” due date: **December 7**. (LO1, LO6)

• PERSONAL WRITING:

Multi-genre Piece (20%): Decide on a theme, issue, experience you’d like to write about that can be explored through multiple genres (a poem, a story, the first chapter to the greatest American novel, a song, a play, a digital text , etc.) As we explore different genres and use the writing demonstrations to guide us, select a minimum of five different genres to explore and express your topic (one genre should be nonlinear). Keep all brainstorms, drafts, feedback you seek,etc., so that the piece takes on a “living” quality that informs you about your own writing process and decision-making. Submit the final masterpiece along with a brief paper describing the process and insights you gained that affected you as writer and as a teacher of writing (10%). Refer to the specifications for both papers. Due date: **November 30** (LO1, LO6)

• RESPONDING (5%):

To develop our skills as responders, give written feedback (beyond a rubric) on a minimum of three different writings by your own students or Ed. 6110 class members. Submit the drafts you critiqued along with your feedback. Using these responses as evidence, write an analysis of yourself as a responder. How do you balance the reader/teacher role in the feedback process? If possible, trace the results of your feedback to any revisions made by the writer.(LO6)

• FINAL (10%):

This will be a take-home final synthesizing the major principles and practices you’ve learned in the course. See specifications. Due Date, **December 15** :– online submission if possible (LO1, LO2, LO6).

GRADERS:
Each requirement below has been weighted according to its contribution to course expectations and purposes. Your grade will be a measurement of how well you complete each requirement. Note: You must attempt each requirement in order to receive a final grade.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Responses and Preparation</td>
<td>15%</td>
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<tr>
<td>Genre Lesson/ Guided Writing Demonstration</td>
<td>10%</td>
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<tr>
<td>Workshopping drafts of multigenre paper</td>
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<tr>
<td>Action Research Project</td>
<td>20%</td>
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<tr>
<td>Multigenre paper &amp; Analysis</td>
<td>30%</td>
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<tr>
<td>Responding (self-analysis)</td>
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<tr>
<td>Final</td>
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All work should be typed and carefully edited prior to submission with the exception of some in-class entries. Use
MLA style when citing references.

**Academic Dishonesty:** As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course and referral to the MENG Program Director.

**Core Beliefs:** According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

**Disability Accommodation:** PPM 3-34 notes: “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.”

**Emergency Campus Closure:** In the event of an extended campus closure, check your WSU Wildcat email account for further instructions about how to keep up with class. It will be your responsibility to check in frequently with your WSU email account in order to complete the class.