

English 481: Composition Theory and Practice

University of Illinois at Urbana-Champaign

Spring 2016, Section 1
MW 2:00pm-3:15pm
1062 Lincoln Hall
Office hours: Wed 11-12pm & by appt; *I keep
somenbat regular business hours & welcome walk-ins*

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Course Description

Welcome to 481! This course is an important step in helping you prepare to teach English in grades 6-12, specifically by focusing on the teaching of writing. We will do this by investigating writing pedagogy theory and practice with a consideration of current standards. We will learn about the composition theories that provide a foundation for writing pedagogy, from cornerstone concepts like writing as a process to contemporary research on genre and transfer. We will develop practical approaches for writing instruction, including but not limited to: methods for scaffolding researched and argumentative writing; tactics for addressing language diversity, from second language writing to varieties of American English; strategies for commenting on, evaluating, and assessing student writing; and techniques for teaching digital literacies and teaching with technology. The required work for this course includes weekly readings, reading responses, a writing pedagogy essay, a philosophy of teaching statement, several lesson plans, teaching demonstrations, and a professional portfolio.

Course Learning Outcomes

In this course, students will:

- explore how composition pedagogies and theories, such as writing as a process, transfer theory, genre theory, and more, inform the teaching of writing;
- study how standards created by institutions such as the Common Core State Standards (CCSS), the National Council of Teachers of English (NCTE), and edTPA inform the teaching of writing;
- investigate how language variation, such as dialects, second language writing, and standard written English, inform the teaching of writing;
- interrogate how digital technologies can best be integrated into the teaching of writing and how to incorporate digital literacies into teaching writing;
- form numerous strategies for evaluating and assessing low-stakes and high-stakes student work;
- create learning environments that promote respect for and support individual differences of ethnicity, race, language, culture, gender, sexuality, and ability; and
- build practical teaching materials—including small activities, daily lessons, high stakes writing assignments, and unit plans—on topics ranging from argument, research, narrative, multimodality, and more.

****The policies contained in this syllabus are intended to function as a contract. By staying in this course, you are signaling that you understand and agree to the policies contained therein.***

**I owe a great deal of this syllabus and assignment sheet design to my dear friend and mentor, Dr. Melissa Ames, Eastern Illinois University. Thank you, always, for your guidance.*

Course Texts and Purchasing Information

Required Texts:

- Maxwell, Rhoda J., Mary Jordan Meiser, and Katherine S. McKnight. *Teaching English in Middle and Secondary Schools*. 5th ed. Boston: Pearson, 2011.
- Wolpert-Gawron, Heather. *Writing Behind Every Door: Teaching Common Core Writing in the Content Areas*. New York, Routledge, 2014.
- Gardner, Traci. *Designing Writing Assignments*. Urbana, IL: NCTE, 2008.

Recommended Texts:

- Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Macmillan, 2011. (Any handbook is fine as long as it contains MLA style.)
- Marks, Angela F. *Wordsmithing: Classroom-ready Materials for Teaching Nonfiction Writing and Analysis Skills in the High School Grades*. Lanham: Rowman & Littlefield, 2014.

Additional readings will be provided on our course Compass site.

The above texts AND the texts below are being held on reserve at the Undergraduate library. You can check them out at the media/reserve desk and read them in the library for up to 2 hours:

- Applebee, Arthur N. and Judith A. Langer. *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*. New York: Teachers College Press, 2013.
- DeVoss, Dànuelle Nicole, Elyse Eidman-Aadah, and Troy Hicks. *Because Digital Writing Matters: Improving Student Writing in Online and Multimedia Environments*. San Francisco: Jossey-Bass, 2010. (The library also has an e-book of this text.)
- Flynn, Laura A. and Ellen M. Flynn. *Teaching Writing with Rubrics: Practical Strategies and Lesson Plans for Grades 2–8*. Thousand Oaks, CA: Corwin Press, 2004.
- Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genre*. Portsmouth, NH: Heinemann, 2013.
- Kirby, Dan, and Darren Crovitz. *Inside Out: Strategies for Teaching Writing*. 4th ed. Portsmouth, NJ: Heinemann, 2013.

Course Requirements

You must complete all major assignments in order to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory and will be factored into your grade (see below). Detailed assignment sheets will be provided for all major assignments as the course progresses.

Here is the overview of the assignments for the semester:

Daily Work and Participation	20%
Writing Pedagogy Essay	15%
Teaching Demonstrations	10%
Assignment Sheets	5%
Lesson Plans	10%
Unit Design	20%
Teaching Philosophy	10%
<u>Professional Portfolio</u>	<u>10%</u>
Total	100%

Daily Work and Participation (20%)

Reading responses – Respond to assigned readings, as required. Cite the pages to which you refer. Submit these on Compass and bring a hard copy to class (or otherwise have access to them) for class discussion the day they are due.

Daily work – Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities. In-class work will often be submitted (on Compass or in hard copy) so complete it professionally. Homework will be submitted on Compass and bring a hard copy to class (or otherwise have access to it) for class discussion the day they are due.

Quizzes – Potential short assessments aimed to determine understanding of key concepts from the assigned readings and class discussions.

Participation – Includes attendance, participation in class activities, and course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities. See participation section below for more detail.

Writing Pedagogy Essay (15%)

You will select an area of writing pedagogy to research and write an argument-based essay in MLA style examining the issue you selected. Include a Works Cited page. Blend information from your research with assigned readings and your experiences with students and/or as a student to make some tentative assertions and create ideas about teaching. I will provide guidance on journals you might use to find research articles. You will revise this essay for the Professional Portfolio. (6-8pgs, double-spaced, 12-point font, 1-inch margins)

Assignment Sheet (5%)

You will create an assignment sheet for a longer writing assignment (i.e. essay/paper). You will choose your topic and write up directions, workshopping it in peer groups, potentially share it with the class, and revise it for the Professional Portfolio. Include a rubric for the assignment. (3-5 pgs, single-spaced, 12-point font, 1-inch margins)

Lesson Plans (2) (10%)

You will create 2 daily lesson plans, choosing the topics (potentially from a list) and will write out directions and create all necessary supporting materials. You will workshop them in peer groups, potentially share them with the class, and revise them for the Professional Portfolio. (2-4 pgs, single-spaced, 12-point font, 1-inch margins)

Teaching Demonstrations (2) (10%)

At two different points during the semester, you will prepare and present a 10-minute lesson to the class. One will be a mini-grammar lesson done in pairs and the other topic will be chosen from a list (such as on MLA style, outlining, peer review, etc., or you can propose another topic) done individually. Create any necessary materials for the lesson, such as handouts, worksheets, presentation materials, etc. You must have at least 1 handout or worksheet and turn in your lesson plan notes for the demonstration. Your grade on these demonstrations will include role-playing as students for your peers.

Unit Design (20%)

Compose a conceptual unit plan demonstrating your awareness of teaching writing. Use the class readings and discussion, oral presentations, and your research to inform your choices and align it with the CCSS for a particular grade level. Your unit plan should include a rationale that reflects

knowledge of contemporary practices of teaching writing, an overview of each day (with exemplar texts and high-stakes assignments) and detailed lesson plans (with instructor and student activities) for one full week. You may use the lesson plans and assignment sheets you have created, so choose topics strategically as they must be logical in the sequence. This will be submitted initially on the due date and then revised for the Professional Portfolio. (15-25pgs, single-spaced, 12-point font, 1-inch margins)

Teaching Philosophy Statement (10%)

Craft a statement that highlights your position, process, epistemology, and/or pedagogy of teaching writing. This philosophy statement is a standard document for teaching jobs, awards, professional applications and portfolios. This will be submitted initially on the due date and then revised for the Professional Portfolio. (1-2 pages, 12-point font, 1-inch margins, single-spaced).

Professional Portfolio (10%)

Compile a collection of professional documents and teaching materials that demonstrates your preparation for a teaching position. Included the following: a table of contents, resume/curriculum vitae, writing pedagogy essay, teaching philosophy, pedagogy essay, unit design and supporting materials (lesson plans, assignment sheets, worksheets, etc.), and any other relevant materials. This portfolio will be mostly revised material from this class, but feel free to include additional material as desired, including: evidence of membership in professional organizations, a course design for an entire semester, or a cover letter for a particular job.

Grading Policy

All projects are graded out of 100 points, which correspond to letter grades according to this system:

A+ = 97-100 B+ = 87-89 C+ = 77-79 D + = 67-69 F = below 60

A = 93-96 B = 83-86 C = 73-76 D = 63-66

A- = 90-92 B- = 80-82 C - = 70-72 D- = 60-62

These scores will be weighted according to the assignments list above in order to calculate the final course grade. Please remember that you must complete all graded assignments in order to pass the course.

The University-wide GPA calculation is:

A+ = 4.0 B+ = 3.33 C+ = 2.33 D + = 1.33 F = 0

A = 4.0 B = 3.0 C = 2.0 D = 1.0

A- = 3.67 B- = 2.67 C - = 1.67 D- = 0.67

Assignment Submission Policy

All documents should be submitted on time and must have a professional appearance. Submit all assignments through Compass unless told otherwise. All assignments are due by the **beginning of class** (2pm) on the listed due date. Submit all work in .docx, .doc or .rtf format; anything not submitted as one of these file types will **not be considered turned in**. I do not have a Mac and cannot open .pages documents! UIUC offers Microsoft Office 365 free for students (<http://webstore.illinois.edu/Home/NewsItem.aspx?PostID=299>).

Name all of your files with your **last name** and the **project name** (McDuffieLesson2.docx).

Because technological problems happen early and often but will not excuse you from work that is due, be sure to save your work often and in multiple places (personal computer, email it to yourself,

upload to Google Drive or box.com (<https://uofi.app.box.com/login>), save on USB/flash/jump drive, etc.).

In addition, be prepared for technical issues when uploading materials to Compass, such as it timing out when writing a discussion post, freezing during a quiz, or not allowing a file upload. Submit your work several hours ahead of the deadline in case you need to troubleshoot. Try different browsers when you have trouble (i.e., if you usually use Internet Explorer, try Firefox Mozilla or Google Chrome). For discussion posts and other pieces of writing, compose your response elsewhere and then copy and paste it into the right place. You can also reach out to me and Technology Services (<https://techservices.illinois.edu/get-help/help-desk>) for help.

Late work

The learning in this course requires in-depth reading, reflection, writing, discussion, and occasional group work. In order to meet all of the goals of those activities, everyone must complete all of the work for this class according to the given deadlines. According, **late work will not be accepted**. In cases of emergency, please contact me ASAP so that alternate arrangements can be made. Work is often not turned in because people are having trouble with the assignments before the due date, so please contact me in advance with any issues so that I can assist you. Missing class does not exempt you from turning in assignments on time. I understand that life does happen sometimes, so in some circumstances, I will grant extensions.

Attendance Policy

Attending class is important for your success in this course and important for everyone in order to make class a productive, communal learning environment. Therefore, attendance at all class sessions is required and expected. You are granted two “free” absences; beginning with the third absence, your overall final grade will be deducted **one-third of a letter grade** (e.g. a B will become a B-) for **each additional absence**. If you are absent for the equivalent of **three weeks** (6 class meetings), you will fail the course for the semester. If you are more than 5 minutes **late** or leave more than 5 minutes early, you will be marked absent for that day. Do not pack up your belongings early; it is disrespectful to your instructor and your peers. Please wait until you are dismissed.

Excused absences not counted against these totals include religious holidays, University-sponsored events documented with an official letter, or serious illness or family emergency excused with a letter from the Student Assistance Center. The Student Assistance Center does not provide absence letters for minor illnesses, job interviews, weddings, reunions, or emergencies outside the immediate family. More information is available at <http://www.odos.illinois.edu/studentassistance/>, and the Center can be contacted via: 217-333-0050 or helpdean@illinois.edu. Notes obtained from McKinley Health Center do not excuse absences.

Participation

This classroom is a learning community, and all students must participate in order for it to function as one. Participation includes being prepared for class, being on task at all times, speaking during class discussion, and being actively involved in all class activities. Avoid side conversations and stay awake. I understand that we all learn differently, so if you anticipate having difficulty with any of those expectations, please see me asap.

It is also essential that we participate respectfully. Respect for diversity and difference, including but not limited to culture, race, ethnicity, gender, sexuality, dis/ability, religion, politics, and age, is

important for a productive intellectual environment. Exploring these diversities and differences can be a valuable resource as a class, but while disagreement can be useful, disrespect in any form, including in our online interactions, will not be tolerated. If you feel you are being discriminated against and/or harassed in this class, please contact the instructor immediately.

Instructor Access and Response Time

I encourage you to visit me during office hours or make an appointment to discuss anything about the class or even just to say hi. I am also always available via email. (Please always include some kind of address and a signature in your emails (i.e., Dear Dr. McDuffie, This is Charlie from 481 and I have a follow-up question about the assignment due next week. [Rest of email.] I look forward to hearing from you. Sincerely, Charlie). Please allow up to **24 hours** for me to respond during normal business hours (M-F 8-5) and longer on nights, weekends and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be uploaded online or otherwise returned within approximately one week for small assignments and **two weeks** for larger projects. I will always email your school email addresses should school events, travel plans, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask me about that grade, and note that I am not allowed to send or discuss grades over email (make an appointment to talk to me in person).

Electronics Policy

If you own a laptop or tablet and feel comfortable, do bring them to class. Please note, however, that there is a time and place for you to use technology in our classroom. Generally, you may use laptops or tablets to take notes, brainstorm, complete short in-class writing prompts, and submit in-class group activities to our Compass space. However, using computers for anything other than class-related activities (checking email, social media, working on homework for another class, working on the assignment due at the start of class, etc.) will result in an absence for the day. I reserve the right to see your screen at any time. There will be numerous times that I will ask for screens to be closed and stowed during class time.

At no time should cell phones be used. Put them away when you are in my class or I will confiscate them. This means they should be silenced and not in your hands or on the desk. You cannot use your phone to read the texts assigned for the day or work on in-class activities.

Our Compass space will be your go to resource for almost everything class related: slides, assignment sheets, homework sheets, assignment submission, etc. If you lose a handout or the syllabus, look on Compass. If a handout or reading is missing or not downloadable, or if there is an error on the course calendar or somewhere else, **email me ASAP**. I am human, after all, and these types of issues will not excuse you from any work that is due. Check Compass often, as it is your responsibility to know due dates and assignments. Please also note that I expect that you will **check** your university **email** every day!

Academic Integrity and Documentation

The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code, which I uphold. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally. Use a documentation style, such as MLA or APA, to fully attribute any words, phrases, information, and/or ideas taken from any other source, including the internet. Adhering to academic integrity also means submitting work newly created by you solely for this course.

Violations of academic integrity carry penalties ranging from reduced grades on assignments to failing grades for the course to suspension from the University. Students should familiarize themselves with the Code at http://admin.illinois.edu/policy/code/article1_part4_1-401.html and use a documentation style, like MLA or APA, to avoid plagiarizing the work of others. Please contact me with questions about academic integrity.

Students Requiring Accommodation

I am committed to making this class as accessible as possible for everyone. Please see me immediately at the beginning of class if you desire any kind of accommodation to be successful in this class. Please also contact the Disability Resources and Educational Services (DRES) to obtain disability-related academic adjustments and/or auxiliary aids if applicable at 1207 S. Oak St., Champaign, 333-4603, disability@illinois.edu or <http://disability.illinois.edu/>.

Course Calendar

Reading Key:

Teaching = Teaching English in Middle and Secondary Schools by Rhoda Maxwell et al

Writing = Writing Behind Every Door by Heather Wolpert-Gawron

Designing = Designing Writing Assignments by Traci Gardner

Compass = Readings are supplemental to the required textbooks and can be found on Compass, in the Course Reserves, or as a Handout

Schedule			
	BEFORE CLASS	DURING CLASS	AFTER CLASS
Week 1			
Jan 20	Look at common core standards and NCTE beliefs about the teaching of writing, found online and on p. 89 of Designing	Introduction to the course; Introduction to standards; Review syllabus	Submit in-class writing response to the standards on Compass; Submit personal introduction on Compass
Week 2			
Jan 25	Intro & Ch. 1 Writing; Ch 1 Teaching	Introduction to the teaching of writing	
Jan 27	Ch. 2 & Ch 5 Teaching	Theories of writing and writing as a process;	Expand on and post your brainstorming response about writing theories
Week 3			
Feb 1	Ch 3 (all) & Ch 4 (77-84, 87-94) Teaching; Clark Language readings (Compass); Lippi-Green (Compass)	Language variation and discrimination; Introduce writing pedagogy essay	Brainstorm and start researching potential topics; come to class Wed with 2-3 researched topics
Feb 3	Delpit (Compass); Wheeler (Compass)	Language variation and discrimination; Discuss research for pedagogy essays	Find at least two scholarly journal articles for your essay from English Journal or another ELA scholarly journal

Week 4			
Feb 8	Dean (Compass); Wardle (Compass)	Teaching for transfer; Teaching genre	Draft of Writing Pedagogy Essay Due Feb 10
Feb 10		Workshop Writing Pedagogy Essay	Writing Pedagogy Essay Due Feb 15
Week 5			
Feb 15	Ch. 2 Writing; Ch. 6 Teaching	Teaching argument and research	
Feb 17	Ch. 4 & 5 Writing	Teaching narrative & summary; Introduction to Teaching Philosophy Statement assignment	
Week 6			
Feb 22	Ch 7 & 8 Teaching	Teaching literature; Guest speaker Dr. Aaron LaDuke, University of Illinois	Draft of Teaching Philosophy Statement due Feb 24
Feb 24	Ch 3 Writing; Ch 11 Teaching;	Teaching non-fiction texts; Workshop Teaching Philosophy Statement	Teaching Philosophy Statement Due Feb 29
Week 7			
Feb 29	Ch. 1-3, Designing	Introduction to course design and writing assignment design; Introduction to Unit Design, Writing Prompt, and Lesson Plan assignments	
Mar 2	Ch. 4-6, Designing	Designing writing assignments	Revisions of Writing Pedagogy Essay due Mar 7
Week 8			
Mar 7	Ch. 8 & 11 Inside Out	Responding to student writing; Workshop writing assignments	Comment on and grade 3 sample student papers for Mar 9
Mar 9	Ch 10 Teaching	Evaluating Student Writing: Guest speaker Dr. Terri Fredrick, Eastern Illinois University	Writing Assignment #1 Due Mar 14
Week 9			
Mar 14	Ch. 6 Inside Out; Ch. 6 Writing	Authentic assessment: Guest speaker Dr. Melissa Ames, Eastern Illinois University	
Mar 16	Ch 9 - Writing Instruction; ELQ issue on Race & Literacy (Compass)	Teaching diverse students	
Week 10			
Spring Break - No Classes			

Week 11			
Mar 28	Ch. 7 Writing	Course design redux and lesson planning; Introduction to Professional Portfolio assignment	
Mar 30	Ch. 8 Writing; Ch. 7 Writing Instruction	Teaching with technology	Lesson Plan #1 Due Apr. 4
Week 12			
Apr 4	DeVoss et al (Compass); Daer (Compass)	Digital writing, digital literacies, and social media	
Apr 6	ELQ on 1st day (Compass); ELQ on Technology (Compass);	Class Online - I will be at a conference	Submit reading response online; Lesson Plan #2 Due Apr. 11
Week 13			
Apr 11	Ch. 8 Writing Instruction; Fillmore (Compass)	English language learners; Introduce teaching demonstration assignments	Work on Unit Plans
Apr 13	Ch. 3 Teaching English; Kolln (Compass); Bush (Compass)	Teaching grammar; Look at handbooks	Prepare pair grammar Teaching Demonstrations
Week 14			
Apr 18	Ch 9 Inside Out	Grammar Teaching Demonstrations ; Teaching revision, editing, and peer review	
Apr 20		Grammar Teaching Demonstrations	Prepare writing topic Teaching Demonstrations; Unit Plans Due Apr 25
Week 15			
Apr 25		Writing Topic Teaching demonstrations	
Apr 27		Writing Topic Teaching demonstrations	
Week 16			
May 2	Ch. 12 Teaching; Ch. 9 Writing	Looking ahead & Teacher Professionalism; Class Evaluations (ICES Forms)	
May 4	Work on Portfolios	Class Wrap-Up; Workshop Portfolios In-Class	Final Portfolios Due May 10
Week 17			
Finals Week: No class - Thanks for a great semester!			

** The syllabus and course calendar are subject to change. You will be informed in writing of any changes.*

Writing Pedagogy Essay

English 481: Composition Theory and Practice
Dr. Kristi McDuffie
Spring 2016

The Purpose: As a teacher of writing, it's important to have a foundation of best practices in writing theory and research so that this foundation informs both the big picture and small details of your teaching practices. Furthermore, you will often be required to showcase your understanding of writing pedagogy, to colleagues, administrators, interviewing teams, and students. This essay asks you to explore one area of writing pedagogy in order to become versed in one aspect of teaching writing in greater depth. This topic, which will be subject to approval, can be an approach, an obstacle, a controversy, and so forth, but note that it will not be something to *solve*; rather, you will explore, analyze, discuss, vet, propose, synthesize, categorize, and otherwise assess the related research and ideas.

The Task: Select an area of writing pedagogy to research (i.e. digital literacy, social media, assessing writing, valuing students' home languages, teaching English Language Learners, teaching persuasive writing, writing-to-learn, writing-across-the curriculum, peer responding, revising, journaling, audience awareness, transfer, teaching grammar in context, genre, mini-lessons, publishing student writing, gender/ability/racial/etc. bias in teaching writing, collaborative writing, research skills, portfolios, multi-genre paper, writing sections on standardized tests, etc).

Upon approval of your topic, conduct substantial research using popular and scholarly sources. Prepare a professional, argument-based paper in MLA style on the issue or practice you selected, including a Works Cited Page. Use a minimum of five outside sources for this essay, at least three of which must be scholarly journal articles (*English Journal*, *English Leadership Quarterly*, *Journal of Teacher Education*, etc.). Blend information from your research with assigned readings and your experiences with students and/or as a student to make some tentative assertions and create ideas about teaching. This paper should be 6-8 pages (not including the Works Cited page and any Appendices), double-spaced, 12-point font, with 1-inch margins.

Due Dates:

Preferred Topics Submitted to Instructor: Wed, Feb 3

Rough Draft Completed for Peer Review: Wed, Feb 10

Final Draft Submitted to Instructor: **Mon, Feb 15** *Fri, Feb 12 last date for questions!

You will also revise this essay for the Professional Portfolio.

Submission Directions: Submit this essay BOTH in hard copy (in class on the day it's due) AND on Compass on the relevant Assignments tab by the due date. This is so I can read it in hard copy, but provide grades through Compass. This also makes sure we both have a digital copy of your essay. Please name the digital copy LastnamePedagogyEssay.docx

Writing Pedagogy Essay Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Topic Coverage (10, 13, 17, 20)	The focus area is underdeveloped. Not much depth in discussion, lacking in scholarly content and overall interest level. Very little research is evident. Questionable/missing sources.	The topic is covered in a basic fashion, the topic lacks originality or is not approached in an interesting/scholarly fashion. Some research is evident. Varied level of sources used.	Well covered focus area, original discussion of pedagogical area, holds attention and remains relatively scholarly. Solid research is evident. Good sources well integrated into essay.	Thorough coverage of focus area, unique, interesting & scholarly discussion on pedagogical area. Extensive research is evident. Excellent array of sources, all utilized well in essay.
Analysis, Evaluation, and Persuasion (10, 13, 17, 20)	Lower level analysis and evaluation resented here. Major problems examining a topic, finding multiple perspectives, & using examples to support points. Overall, this showcases a misunderstanding of the pedagogical area or relies too heavily on simply recapping others.	Basic analysis and evaluation are presented here. Some weakness in terms of examining the topic, looking to multiple sources / perspectives, & using examples to support points. At times this piece focuses too much on recapping the arguments of others without reflection.	Pretty good analysis and evaluation of pedagogical area. This showcases a solid ability to examine a topic, to find varying perspectives, and to utilize specific examples to support your specific end argument.	High-level analysis and evaluation of pedagogical area. Demonstrates the ability to critically examine a topic, comprehend various perspectives, and utilize specific examples to persuade readers to accept your particular stance on the issue.
Contribution (4, 6, 8, 10)	Lacks an insightful and original contribution to the topic in the form of a synthesis, argument, informed discussion, etc.	Basic contribution to the topic in the form of a synthesis, argument, informed discussion, etc.	Pretty good contribution to the topic in the form of a synthesis, argument, informed discussion, etc.	Makes an insightful and original contribution to the topic in the form of a synthesis, argument, informed discussion, etc.
Essay Organization (4, 6, 8, 10)	Does not follow a logical essay structure.	Some slips in a logical organizational essay structure.	Good organization in a logical essay structure.	Well-crafted, progressing in a logical essay structure.
Language Usage and Style (10, 13, 17, 20)	Lower-level writing. Overall, simple sentences and basic wording. Problems with basic writing conventions.	Decent writing showcased here. Some variety with wording but simple sentences prevail.	Good overall writing. Well worded with a solid amount of sentence variation.	College-level writing. Excellent word variation and complex sentence structure.
Mechanics (4, 6, 8, 10)	Lack of effort with proofreading. Multiple errors	Problems with proofreading. Some errors present.	Pretty well proofread. A few oversights.	Well proofread. Very few oversights.
Documentation Style (4, 6, 8, 10)	Does not show mastery of MLA format. Multiple errors and misuse.	Some problems with understanding MLA format. Some errors and misuse.	Demonstrates basic mastery of MLA format. A few errors and misuse.	Demonstrates high-level mastery of MLA formats. Very minor errors present.

100 pts

Comments:

Philosophy of Teaching Statement

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Dr. Kristi McDuffie
Spring 2016

The Purpose: A philosophy of teaching statement is a relatively standard document in the field of education and academia. It conveys our personal epistemologies and philosophies of teaching, in general or on a particular topic (in our case, focused on the teaching of writing, or at least the teaching of English Language Arts). This document demonstrates that you value teaching and being a self-reflective teacher. In addition to explaining why you teach, it also explains *what* and *how* you teach (your teaching style and experiences). While this document is primarily used for job- and career-focused audiences (i.e. job application teaching portfolios, etc.), it also helps you articulate your position as a teacher to yourself. It can be a useful guide for planning and interacting with students, parents/guardians, administrators, colleagues, and other stakeholders, in addition to those outside audiences like hiring committees.

Writing this document is extremely difficult because it forces you to get to know yourself and commit to a teaching orientation and particular methods of teaching. Think hard about what kind of teacher you want to be so that you are proud of the ways that you describe yourself. But don't sweat it too hard – not only will you revise this document over the course of this class, but you will also revise this document over the course of your career. As you grow as a teacher, so will your thoughts and your identity as a teacher.

The Task: A philosophy of teaching statement is typically a 1- to 2-page document, single-spaced. (For purposes of this assignment, yours should also be submitted with Times New Roman 12-point font, 1-inch margins all around.) Give it a label or title and include your name, of course. Although you may want to look at examples, and I will eventually provide you with some, I want you to brainstorm and try to draft this first on your own. This is so that you can write a philosophy that is as unique and as true to yourself as you can be. You can always revise it later based on inspiration from elsewhere.

Here are questions to try to answer in the document (not all of them, don't worry):

1. What does teaching mean to you? What are its significant dimensions? What metaphors illuminate its meaning? Is it coaching, leading, guiding, telling, showing, mentoring, or modeling?
2. What role does the teacher (student) play in the classroom?
3. Why is teaching writing (English, ELA) important to you?
4. What are the student learning outcomes? What teaching methods will you use to achieve those outcomes?
5. How will you teach writing processes? What other writing pedagogies do you enact? Why and how?
6. What teaching practices and activities do you use to achieve your goals? Do you lecture, lead discussions, guide problem solving, or provide demonstrations? How do you actively involve students in their own learning, both in and out of class?
7. How do you assess and evaluate student writing?

Here are some tips for drafting:

- Although metaphors can be useful to describe yourself as a teacher (or your outlook as a teacher), don't overdo it, avoid huge generalities, and avoid clichés like the plague. If you've heard it before, assume your readers have too. Don't give us empty, corny phrases – give us something meaningful about yourself.
- It's hard to be original. The way to make yourself unique and memorable is by giving details. You will have to give some generalities and big picture information, but support that information with examples. What kinds of activities and assignments do you value the most? How do you execute them? What are the students' outcomes?
- You can use research and scholarship to back up what you say, but you don't have to. It can be useful to show that you know what you're talking about, but it shouldn't overtake your voice and the emphasis on your beliefs, values, and practices.
- Draw on a variety of experiences to give examples. Teaching can take place in a variety of settings beyond traditional classrooms, and search committees will understand that you are just starting out. Have you tutored (in a writing center or individual setting)? Have you given guest lectures? Done community outreach? Had any mentoring opportunities? What did you learn about teaching through these varied experiences? What skills did you develop?
- Think in narrative terms. A catchy story or anecdote might be a good way to open your philosophy, illustrate a value, belief, teaching style, teaching activity, and so forth, or conclusion. Just don't overdo it.
- Proofread and edit this document well. It's kind of like a cover letter in that errors matter more here than in, say, a paper for a class. Since you will be teaching writing, you might be held to a higher standard about your writing. Don't worry about it too much, just give yourself time to edit and proofread! Having a friend or parent look over it is also a good idea.

Due Dates:

Rough Draft Completed for Peer Review: **Wed, Feb 24**

Final Draft Submitted to Instructor: **Mon, Feb 29** **Fri, Feb 26 last date for questions!*

You will also revise this essay for the Professional Portfolio.

Submission Directions:

For peer review: Upload your draft to the discussion board post AND bring two printed copies to class. You will receive daily work points for both the draft and peer review!

For the final draft: Upload the Word document to the Assignments tab by the due date (before the start of class) **labeled** LastnamePhilosophy.docx AND bring a **hard copy** to class (stapled). This is so I can read it in hard copy, but provide grades through Compass. You must submit both versions **BY THE DUE DATE** for this to be considered on time.

Philosophy of Teaching Statement Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Philosophies & Epistemologies (15, 20, 25, 30)	Your beliefs and values about the teaching of writing – such as how you view the role of the teacher, what the learning outcomes are and how you achieve them, etc. – are not easily identifiable, not articulated, and not developed.	Your beliefs and values about the teaching of writing – such as how you view the role of the teacher, what the learning outcomes are and how you achieve them, etc. – are mostly identifiable, mostly articulated, and mostly developed.	Your beliefs and values about the teaching of writing – such as how you view the role of the teacher, what the learning outcomes are and how you achieve them, etc. – are identifiable, articulated, and developed.	Your beliefs and values about the teaching of writing – such as how you view the role of the teacher, what the learning outcomes are and how you achieve them, etc. – are easily identifiable, well-articulated, and well-developed.
Methods (15, 20, 25, 30)	The methods, activities, assignments, and so forth by which you enact your philosophies of teaching writing are not well explicated in examples and don't support the learning outcomes well.	The methods, activities, assignments, and so forth by which you enact your philosophies of teaching writing are somewhat explicated in some examples and somewhat support the learning outcomes.	The methods, activities, assignments, and so forth by which you enact your philosophies of teaching writing are explicated in many, detailed examples and mostly support the learning outcomes.	The methods, activities, assignments, and so forth by which you enact your philosophies of teaching writing are well explicated in numerous, detailed examples and strongly support the learning outcomes.
Organization (4, 6, 8, 10)	Does not follow a logical narrative or essay structure.	Some slips in a logical organizational narrative or essay structure.	Good organization in a logical narrative or essay structure.	Well-crafted, progressing in a logical narrative or essay structure.
Language Usage and Style (10, 13, 17, 20)	Lower-level writing. Overall, simple sentences and basic wording. Problems with basic writing conventions.	Decent writing showcased here. Some variety with wording but simple sentences prevail.	Good overall writing. Well worded with a solid amount of sentence variation.	College-level writing. Excellent word variation and complex sentence structure.
Mechanics (4, 6, 8, 10)	Lack of effort with proofreading. Multiple errors.	Problems with proofreading. Some errors.	Pretty well proofread. A few oversights.	Well proofread. Very few oversights.

100 pts

Comments:

Unit Design Assignment

English 481: Composition Theory and Practice
Dr. Kristi McDuffie
Spring 2016

Task: For this assignment you will be crafting a **six- to eight-week unit** to be utilized in a secondary English Language Arts course. This unit should cover as many **Common Core Standards** as possible and substantially focus on the **teaching of writing**. In order to do this, you should read and write a variety of genres (literary, non-fiction, creative, research, short, long). To accomplish these goals, it may make sense to structure your unit based on a **theme** (coming of age, heroism, rebellion, etc.) so that you can appeal to a number of **skill sets** (research skills, audience awareness, converting writing into multimodal presentations, etc.) and a number of **genres** (memoir, persuasive, informative, professional, etc.).

Remember your **backward design** principles when planning out this unit. Start with your goals, then design your major projects and assessments, then scaffold those projects, and then fill in the daily lessons and activities. *Note it will NOT be sufficient to structure a unit about a novel, as a novel is not a series of writing goals! A novel is a text used to support learning goals and literary analysis is only one of many CCSS. You are, however, welcome to include a novel in the unit.*

Your Unit Plan should contain all of the following elements:

1. **A Rationale:** (Minimum 4 pages single-spaced, not including Works Cited Page & Appendix) for your unit that includes an audience description (e.g. student background, developmental stages)¹ and a persuasive argument as to why the theme/topic you have chosen will serve this student audience well.² Explain what students will gain from completing the unit and why those gains are important.

The following topics should be addressed within this rationale and should be found under labeled section headers (although you may change the order and phrasing as needed):

- unit goals/objectives tied to CCSS,
- text/material selections and a justification of how those materials support the learning goals,
- a discussion of how this unit supports the writing process,
- efforts to address student/cultural diversity,
- instructional variation to reach different learning styles,
- accommodations made for special needs/gifted learners³ and
- an assessment plan explaining how you will assess student learning (what methods and products), how you will provide evaluation and feedback, how you will scaffold skill instruction and student practice in order to successfully complete these tasks, how this helps you achieve your learning

¹ Consider this as preparation for the question posed in edTPA 2.b: "What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?"

² Consider this as preparation for the question posed in edTPA 1.d: "Explain how your plans build on each other to help students make connections between textual references, constructions of meaning, interpretations, and responses to a text to deepen their learning of English Language Arts."

³ This should provide you with practice for the edTPA prompts: "Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with special learning needs. Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students" (3.b); "Explain how the design or adaptation of your planned assessments allow students with specific needs to demonstrate their learning."

goals and objectives, and how you will use assessment data to inform your instructional practices.⁴

As with all rationales, you are defending your choices and supporting your decisions with evidence. This means that your rationale should include research if possible, such as from material we have read in this class, material from your writing pedagogy essays, and material you have read in other classes. Cite your research using MLA format.

- 2. Goals:** When crafting your goals, incorporate (as possible) the terminology (language functions) required by edTPA (e.g. analyze, argue, describe, evaluate, explain, interpret, justify, synthesize).⁵ These goals should be tied to the relevant Common Core Standards. It is suggested that you refer to these by the official number/lettering system in parenthetical citations or footnotes within your rationale as you discuss important points. You should provide the full stated standard in an Appendix to your Unit Design. When discussing your long-term goals, you should consider what prior knowledge your students need in order to successfully reach them (and how you might assess whether they have this prior knowledge).⁶
- 3. Course Schedule & Daily Objectives:** Your unit should be organized by week, day, and date. You should choose a real six to eight weeks out of a real school district calendar to use in order to plan around real events (vacations, breaks, half-days, teacher professional development days, etc.). Champaign is Unit 4 if you want to look up their calendar.

Include a daily overview in as many sentences as is needed per day, provided in paragraph or bullet point form, that includes a description of the events for that given class period. This detailed overview should be detailed enough so that someone other than you can understand the skill coverage occurring on that day. (For example, writing “discuss Act III of *Romeo & Juliet*” would be too vague. Writing “discuss the elements of foreshadowing, climax, and metaphor as they relate to Mercutio’s death scene in Act III, scene 1” would be much clearer). Things to include are:

- **Activities** for the day (mini-lessons, in-class writing, small group activities, whole-class activities, discussion) and accompanying descriptions. For example, “silent reading” needs to be written out as: Read pp. 50-75 in *Hatchet* from 1:45pm-2:00pm independently and complete the rest as homework. Another example is that “small-group research on 1950s housing trends” needs to be written as: “In groups of 3-4, students will research housing segregation in the 1950s (they are currently reading *Raisin in the Sun*). They are researching the following questions: What institutions played a role in facilitating or enforcing housing segregation? How? Can you find any stories about people’s experiences? Students should post what they find to the class discussion board at the end of 15 minutes in order to return to the research later in the week.
- **Texts, tools, materials, and other resources** (including readings, handouts, worksheets, assignment sheets, rubrics, and technology/media) needed to support and facilitate the activities for the day, that day’s homework, the overarching project, and so forth.

⁴ This is ideal practice for responding to the following edTPA prompts: “Describe common student errors or misunderstandings within your central focus and how you will address them” (3.c); “Describe how your planned formal and informal assessments will provide direct evidence of students’ abilities to construct meaning from, interpret, and/or respond to a complex text throughout the learning segment (5.a).

⁵ For more information on how you will document student mastery of these language functions, see 4a-d.

⁶ Consider this as practice for answering the following edTPA prompts: “What do your students know, what can they do, and what are they learning to do?” (2.a); “Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets guided your choice of adaptation of learning tasks and materials”

- Include **exams, projects, major essays and other forms of assessment** as appropriate in order to evaluate and assess student learning. For example, whether there will be a traditional final exam or cumulative final project? Give **prompts** as needed for major assignments within the daily blurbs unless assignment sheets are provided separately.
 - List the **goals** for the day and/or link the activities to the CCSS as appropriate if this is not obvious from the descriptions of the activities themselves.
4. **Sample Lesson Plan:** Submit at least three (3) daily (~50-minute) lesson plans, as a part of this unit. They should be expansions of days included on the calendar. Two of these days should have already been turned in as part of the Lesson Plan Assignments. The third day is a replacement for the Writing Prompt assignment #2 from earlier in the semester.
 5. **Supplementary Material:** Submit as many supplementary materials as you wish, but at a minimum the material that is needed to execute the lesson plans you are including here. Make sure to submit at least one supplement connected to the writing process (pre-writing, research, peer review, etc.) and at least one related to in-class work (worksheet, group work directions, etc.).

Design: Single space all of this information, although you may use a space in between paragraphs. Use a font like Times New Roman, no bigger than 12-point font, 1-inch margins on all sides, and use **headers** as appropriate. I expect this will be about **25 pages** or so when you are finished. Use page numbers, page breaks, and other formatting tools as needed.

Tips: Offer enough specific information to allow a reader to follow and understand what your unit involves, particularly what students will DO to complete the goals and to show mastery of the measurable objectives you have set forth in the rationale. Remember an ideal plan is so clear that another teacher could pick it up, gather the materials you suggest, and teach your unit.

Hint: Realism is important as this is an exercise that will practically prepare you for the course designs you will create as a new teacher. Look at the whole picture when designing your course. Think about due dates and procedures—will students complete work over the weekend, work on a project over winter break, will you grade over vacations or on your birthday, how will you structure the assignment flow so that you can get assignments back to them before the next one comes in, will you include peer review days before all essays or just major ones, will you review before a test, when would you utilize a film, how many times a week will you assign homework, when will you collect journals, will you include an essay portion on a final exam when you have little time to grade them before the next semester, etc.)

Due Dates:

Rough Draft Completed for Peer Review: **Wed, April 25**

Final Draft Submitted to Instructor as part of Portfolios: **Wed, May 4**

Final Professional Portfolio due: **May 10**

Points: This project is worth 20% of final course grade (assessed on 150 point rubric)

Unit Design Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Learning Goals (5, 7, 8, 10)	Goals/objectives are insufficiently focused on the teaching of writing, insufficiently defined and explained, cover some CCSS, and are insufficiently integrated and supported throughout the unit.	Goals/objectives are somewhat focused on the teaching of writing, defined and explained, cover some CCSS, and are mostly integrated and supported throughout the unit.	Goals/objectives are mostly focused on the teaching of writing, well-defined and well-explained, cover a number of CCSS, and are integrated and supported throughout the unit.	Goals/objectives are focused on the teaching of writing, well-defined and well-explained, cover a substantial number of CCSS, and are well-integrated and well-supported throughout the unit.
Rationale (10, 13, 17, 20)	Inadequately persuasive and supported explanation of unit design, instructor choices, and contents. Not all required items included in a low quality discussion.	Somewhat persuasive and mostly supported explanation of unit design, instructor choices, and contents. Includes most required items and is a quality discussion.	Mostly persuasive and well-supported explanation of unit design, instructor choices, and contents. Includes all required items and is a quality discussion.	Highly persuasive and well-supported explanation of unit design, instructor choices, and contents. Includes all required items and is a high-quality discussion.
Pacing & Scaffolding (5, 7, 8, 10)	Calendar demonstrates unrealistic pacing, inadequate scaffolding of skills needed for larger projects, and illogically arranged activities.	Calendar demonstrates mostly realistic pacing, some scaffolding of skills needed for larger projects, and mostly logically arranged activities.	Calendar demonstrates mostly realistic pacing, scaffolding of skills needed for larger projects, and logically arranged activities.	Calendar demonstrates highly realistic pacing, quality scaffolding of skills needed for larger projects, and logically arranged activities.
Activities (5, 7, 8, 10)	Unit contains insufficient activities that incorporate varied writing, critical thinking, and research skills; reflect insufficient active learning strategies that appeal to student engagement; insufficient use of technology as teaching and/or composing tools.	Unit contains many activities that incorporate varied writing, critical thinking, and research skills; reflect some active learning strategies that appeal to student engagement; use of technology as teaching and/or composing tools.	Unit contains a number of activities that incorporate varied writing, critical thinking, and research skills; reflect some active learning strategies that appeal to student engagement; effective use of technology as teaching and/or composing tools.	Unit contains a high number of activities that incorporate varied writing, critical thinking, and research skills; reflect many active learning strategies that appeal to student engagement; highly effective use of technology as teaching and/or composing tools.
Descriptions	Daily descriptions are not well-explained, detailed, logical, well-scaffolded, and do not include assignment prompts and assessments as needed; many are overly superfluous or	Daily descriptions are mostly well-explained, detailed, logical, well-scaffolded, and include assignment prompts and assessments as needed, yet are	Daily descriptions are substantially well-explained, detailed, logical, well-scaffolded, and include assignment prompts and assessments as needed, yet are	Daily descriptions are well-explained, detailed, logical, well-scaffolded, and include assignment prompts and assessments as needed, yet are not overly superfluous or obtuse.

(5, 7, 8, 10)	obtuse.	mostly not overly superfluous or obtuse.	substantially not overly superfluous or obtuse.	
Texts and Resources	Unit integrates an inadequate range of texts (e.g. print and digital, classic and contemporary, YA) that represent an inadequate range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes). The unit also integrates resources from non-diverse sources. Texts and resources inadequately support the goals of the unit.	Unit integrates a range of texts (e.g. print and digital, classic and contemporary, YA) that represent a range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes). The unit also integrates resources from diverse sources. Texts and resources mostly support the goals of the unit.	Unit integrates a wide range of texts (e.g. print and digital, classic and contemporary, YA) that represent a wide range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes). The unit also integrates multiple resources from diverse sources. Texts and resources support the goals of the unit.	Unit integrates an excellent range of texts (e.g. print and digital, classic and contemporary, YA) that represent an excellent range of world literatures, historical traditions, genres, and/or the experiences of different identities (genders, ethnicities, social classes). The unit also substantially integrates multiple resources from diverse sources. Texts and resources substantially support the goals of the unit.
(5, 7, 8, 10)				
Adaptation and Diversity	Unit inadequately reflects the needs of different learners at various levels and with diverse learning characteristics, including gifted, special needs, English Language Learners, and more.	Unit adequately reflects the needs of different learners at various levels and with diverse learning characteristics, including gifted, special needs, English Language Learners, and more.	Unit mostly reflects the needs of different learners at various levels and with diverse learning characteristics, including gifted, special needs, English Language Learners, and more.	Unit substantially reflects the needs of different learners at various levels and with diverse learning characteristics, including gifted, special needs, English Language Learners, and more.
(5, 7, 8, 10)				
Writing Pedagogy	Unit inadequately demonstrates best practices in writing pedagogy, such as incorporation of process (variety of pre-writing activities, revision, peer review), grammar pedagogy (mini-lessons, contextualized in students' writing), concern for audience and purpose, difference genres, publishing, reflection documents for transfer, and more.	Unit adequately demonstrates best practices in writing pedagogy, such as incorporation of process (variety of pre-writing activities, revision, peer review), grammar pedagogy (mini-lessons, contextualized in students' writing), concern for audience and purpose, difference genres, publishing, reflection documents for transfer, and more.	Unit mostly demonstrates best practices in writing pedagogy, such as incorporation of process (variety of pre-writing activities, revision, peer review), grammar pedagogy (mini-lessons, contextualized in students' writing), concern for audience and purpose, difference genres, publishing, reflection documents for transfer, and more.	Unit substantially demonstrates best practices in writing pedagogy, such as incorporation of process (variety of pre-writing activities, revision, peer review), grammar pedagogy (mini-lessons, contextualized in students' writing), concern for audience and purpose, difference genres, publishing, reflection documents for transfer, and more.
(5, 7, 8, 10)				
Assessments	Unit inadequately integrates a range of	Unit adequately integrates a range of	Unit mostly integrates a range of	Unit substantially integrates a range of

(5, 7, 8, 10)	assessments (formal, informal, formative, summative) that are well-explained, explicit to the students, support the learning goals, and scaffolded in the unit overall.	assessments (formal, informal, formative, summative) that are well-explained, explicit to the students, support the learning goals, and scaffolded in the unit overall.	assessments (formal, informal, formative, summative) that are well-explained, explicit to the students, support the learning goals, and scaffolded in the unit overall.	assessments (formal, informal, formative, summative) that are well-explained, explicit to the students, support the learning goals, and scaffolded in the unit overall.
Language Usage (5, 7, 8, 10)	Lower-level writing. Overall, simple sentences and basic wording. Problems with basic writing conventions.	Decent writing showcased here. Some variety with wording but simple sentences prevail.	Good overall writing. Well worded with a solid amount of sentence variation.	College-level writing. Excellent word variation and complex sentence structure.
Mechanics & Documentation (5, 7, 8, 10)	Multiple writing issues & errors. Inadequate documentation and citation.	Average writing. Few errors. Satisfactory documentation and citation.	Good writing. Minor errors. Good documentation and citation.	Excellent writing. No noticeable errors. Excellent documentation and citation.
Design (5, 7, 8, 10)	Document is not presented in an organized manner, does not use headings as appropriate, and does not look professional.	Document is adequately presented in an organized manner, uses headings as appropriate, and overall looks professional.	Document is mostly presented in an organized manner, uses headings as appropriate, and overall looks professional.	Document is substantially presented in an organized manner, uses headings as appropriate, and overall looks professional.
Supplementary Materials (10, 13, 17, 20)	Variety of materials (handouts, worksheets, rubrics, etc.) inadequately support learning goals, scaffold learning, provide clear, detailed directions for students, and contain evaluation criteria.	Variety of materials (handouts, worksheets, rubrics, etc.) adequately support learning goals, scaffold learning, provide clear, detailed directions for students, and contain evaluation criteria.	Variety of materials (handouts, worksheets, rubrics, etc.) mostly support learning goals, scaffold learning, provide clear, detailed directions for students, and contain evaluation criteria.	Variety of materials (handouts, worksheets, rubrics, etc.) substantially support learning goals, scaffold learning, provide clear, detailed directions for students, and contain evaluation criteria.

150pts

Comments:

Writing Prompt Assignment

English 481: Composition Theory and Practice
Dr. Kristi McDuffie
Spring 2016

The Task: Create a major writing assignment that could serve as an assessment of student learning at the closure of a unit (between 4-8 weeks). Although it can conclude listening and speaking components, it should primarily be a writing activity (note that digital writing is permissible for one of the two required assignment sheets). While you can choose from a range of choices, from traditional assignments like narrative, research or argument, I encourage you to try to think through the concepts that we have been studying in class (project-based learning, rhetorical situation (audience, purpose)) in order to craft a relevant, authentic, and interesting learning scenario for you AND your future students. In other words, can you create a historical or fairy tale research paper in a literature unit? Can you use a formal letter that uses evidence to propose changes to an education plan in a different time period related to the current theme? The point of this exercise is to practice the concepts we have been learning about (scaffolding, design, choice, learning styles, different abilities), while also building your tool box of teaching materials.

Directions: Prepare this document to hand out to students. Include the assignment description, background information, requirements, guidelines, materials, recommendations, evaluation criteria, due dates, and any other relevant sections and information. The more information you plan out now (prewriting activities, research guidance, etc.), the better it will be. You should include any needed supporting handouts and worksheets, such as peer review worksheets, prewriting documents, researching support, and so forth.

*Include a note in your footer that states your intended grade level.

**Be strategic in trying to make this the culminating assignment for your upcoming unit design. Revision and additions will certainly be necessary, but the more you do now, the less you have to do later.

Due Date: Mon, Mar. 14 by the start of class time

*You will also revise these for the Professional Portfolio (as part of the Unit plan or, if not included, submitted separately)

Submission Directions: Bring the hard copy to class the day it is due in order to share it with your peers and talk about it as a class. Submit the documents on Compass on the relevant Assignments tab by the start of class on the due date (this means BEFORE 2:00pm). Remember to include all relevant documents in .doc, .docx, .rtf, or .pdf format, labeled clearly with your last name and indicative format (i.e. McDuffieWritingPrompt.docx, McDuffiePeerReview.docx, McDuffieGraphicOrganizer.pdf). Grades will be returned through Compass.

Writing Prompt Assignment Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Assignment (10, 15, 20, 25)	An undeveloped assignment either not appropriate for secondary students or confusing due to phrasing or length. Does not fit assignment specifications.	A fine assignment, fitting for secondary students but lacking clarity. For the most part it fits the assignment specifications.	A solid assignment description, relatively clear, appropriate for secondary students. Fits assignment specifications.	A well-crafted, clear assignment description, appropriate for secondary students. Fits assignment specifications.
Rubric (10, 15, 20, 25)	Does not demonstrate an ability to align the rubric with assignment content to any extent, multiple oversights (items on rubric not in description or vice versa).	Demonstrates an ability to align rubric with assignment content to some extent so that students know what to do and how they will be graded. Few errors in alignment.	Demonstrates an ability to align rubric with assignment content so that students know what to do and how they will be graded. One error in alignment.	Demonstrates an ability to perfectly align rubric with assignment content so that students know what to do and how they will be graded.
Support (10, 15, 20, 25)	Support materials that scaffold the learning required to succeed in this assignment are unclear, confusing, and ill-designed.	Somewhat clear support materials that scaffold the learning required to succeed in this assignment. Support materials are not well-designed.	Clear support materials that scaffold the learning required to succeed in this assignment. Support materials are relatively well-designed.	Very clear support materials that scaffold the learning required to succeed in this assignment. Support materials are well-designed.
Mechanics (10, 15, 20, 25)	Multiple writing issues & errors.	Average writing. Few errors.	Good writing. One overlooked error.	Excellent writing. Error free.

Total: _____
100pts

Comments:

Lesson Plan Assignment

English 481: Composition Theory and Practice
Dr. Kristi McDuffie
Spring 2016

The Task: Create a single-day (~50-minute) lesson plan. Try to be strategic in making these lesson plans scaffold your major writing assignment(s) as a part of your main unit plan for this course. Note that you will be completing *two* of these for separate grades, and five of these total for the Unit Design. You will also be revising these for the final portfolio.

Required Information:

- Indicate the **grade level** and **course** that this lesson would be used for.
- State measurable student learning outcomes and their correlated Common Core Standards. Remember: These standards need to be, in large part, about **writing**!
- Break down the lesson plan by **components in minutes**. In addition to being a planning technique, this also allows me to evaluate your pacing for realism.
- Include a **materials** or **resources** section and list all texts, handouts, tools, rubrics, multi-media items, technology, etc. that will be needed.
- Provide the actual worksheets, handouts, readings (if possible), and other **support materials** that you will use to enact this lesson plan. This means that if you are handing out directions to pass out to students or creating an overhead to show to students, create those now (although no need to print it on a transparency ☺)! Provide full citations for the readings, electronic copies of readings, links to websites, and so forth as applicable.

Lesson Components:

Choose **several** of these components to do during this period and describe them **in detail** according to the content of your day and the learning goals about writing you have set for the day. Single-space this document.

- **Bell Work Activity** – a short activity derived from the state benchmarks that students complete on their own (not in groups). Ideally this activity would be connected to the lesson in some way (a bridge into the anticipatory set, a starter activity tied to a later mini-lesson, or a prompt pertinent to a discussion topic, etc.).
- **Anticipatory Set** – a brief activity to “hook” the students and focus their thought on the learning objective. In some way (overtly or subtly) your objective for the day’s lesson should be clear to the students.
- **Lesson Tie Back** – as needed you should link your new learning activity/material to previous lessons so that students can see the relevance and connection between the various parts of your instructional units. (And also because review is crucial and it allows you to “check for understanding”).
- **Direct Instruction** – this portion of the lesson is teacher-centered and explains what you will be doing (a brief mini-lesson, modeling, lecturing, etc.). This may also include selecting groups, distributing important handouts for the activity/assignment, clarifying how they will be graded for this assignment, reviewing roles/responsibilities, going over grading rubric, etc.
- **Cooperative Learning Activity** – group activity, 20-30 minutes, supporting your unit focus and learning outcomes. Students will be practicing and applying, with your observation and assistance, the skills you introduced/reviewed in the direct instruction. It should be clear how this is situated into the unit and relates to the lessons that have preceded it and those that will follow it.

- **Whole-class activity** – this may be instructor-led, student-led, or independent, from whole-class discussion to silent reading to completing worksheets to problem solving together. Articulate your goals, student roles, how you will deliver instructions, and how you will ensure their achievement of these goals.
- **Instructional Handout** – The support materials will depend on the activity. For a cooperative learning task, you should craft a handout that explains the activity to them, the various group roles, and the deliverables they will be expected to produce. Ideally this would also record who is taking on each role. It may also explain how you will assess them for work/interaction.
- **Monitor for Learning/Rubric** – you should include an aside that notes how you will monitor the groups and ensure that students are learning and on-task. If students are turning in an assignment based on this activity/lesson you should include the grading rubric.
- **Closure** – a brief activity (done independently by each student on his/her own) as the hour draws to a close. This is used to “tie-up” the lesson; it also provides you with quick proof that students have met the learning objectives. Think of this as an “exit exercise” or their pass to leave your class.
- **Independent Practice** – if this lesson results in additional out of class “homework” (group or individual), the assignment explanation and rubric should be included.

Due Dates:

Lesson Plan #1: **Mon, Apr. 4**

Lesson Plan #2: **Mon, Apr. 11**

Submission Directions: Bring the lesson plan to class in hard copy on the day it is due and submit it and all supporting materials on Compass on the relevant Assignments tab by the due date. Grades will be tracked through Compass. This also makes sure we both have a digital copy of your files. Please include your last name and an indicative file type on all digital files (i.e. McDuffieLessonPlan1.docx)!!!

Lesson Plan Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Goals (10, 15, 20, 25)	The student learning outcomes are poorly defined and not well-aligned to specific Common Core State Standards.	The student learning outcomes are defined and mostly aligned to specific Common Core State Standards.	The student learning outcomes are thoughtful, defined, and aligned to specific Common Core State Standards.	The student learning outcomes are thoughtful, well-defined, and well-aligned to specific Common Core State Standards.
Activities (15, 20, 25, 30)	Activities that are insufficient or don't support the goals, are inadequately explained, don't appeal to enough learning styles, are not well time-managed, and/or do not demonstrate best practices teaching writing.	Some activities that support the goals, are adequately explained, appeal to some learning styles, are somewhat time-managed, and demonstrate some practices teaching writing.	Variety of activities that support some goals, are explained, appeal to learning styles, are time-managed, and demonstrate practices teaching writing.	Variety of activities that support the goals, are well-explained, appeal to different learning styles, are appropriately time-managed, and demonstrate best practices teaching writing.
Support (10, 15, 20, 25)	Support materials that scaffold the learning required to succeed in these activities are unclear, confusing, and ill-designed.	Somewhat clear support materials that scaffold the learning required to succeed in these activities. Support materials are not well-designed.	Clear support materials that scaffold the learning required to succeed in these activities. Support materials are relatively well-designed.	Very clear support materials that scaffold the learning required to succeed in these activities. Support materials are well-designed.
Mechanics (10, 13, 17, 20)	Multiple writing issues & errors.	Average writing. Few errors.	Good writing. One overlooked error.	Excellent writing Error free.

Total: _____ / 100pts

Comments:

Grammar Mini-Lesson

English 481: Composition Theory and Practice
 Dr. Kristi McDuffie, Spring 2016

Task: Pretend that you have just reviewed drafts of the high-stakes writing assignment in your unit plan. You have noticed several recurring issues within the student writing and are creating a grammar mini-lesson to help students align with Standard Written English or American Edited English.

This grammar mini-lesson, which should last between 8-10 minutes (strictly!) can take the form of a short lecture, modeling, a display of student and/or professional work, or something else. You need to have at least one supplementary material (handout or worksheet for students) and/or visual aid (PowerPoint or something else to show on the projector) – many of you will choose to have both – to assist you in delivering the lesson and teaching to various intelligences and abilities. In order to assist with transition time between presenters, upload all of your materials to the relevant discussion board **by midnight the night before**.

As always, specify the intended **grade level** for this lesson on your materials and note which Common Core Standards this mini-lesson aligns with.

All presenters will be presenting on **Monday, April 18th**! You must be present or you will lose your points. Everyone should be prepared to present immediately at the start of class, so arrive a few minutes **early**. You will be presenting, for the most part, in pairs. Both people must contribute significantly in order to earn credit. **PRACTICE** this a few times before you give this demonstration in-class!

The Rubric:

Criteria	Below	Satisfactory	Meets	Exceeds
Lesson Design (2, 3, 4, 5)	The mini-lesson is incomplete, unclear, not on one skill, or age appropriate issues present.	The mini-lesson focuses on one skill, but may not be clear, concise, interesting, or age appropriate.	Clear and concise mini-lesson focusing on one skill, and is age appropriate.	Interesting, clear and concise mini-lesson focusing on one skill and is age appropriate.
Lesson Execution (2, 3, 4, 5)	Instruction is not lacking direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is lacking direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is mostly direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is direct, well-executed, appropriately timed, with developing teaching persona.
Supplementary Material / Aids (2, 3, 4, 5)	Little to no attempt at integrating supplementary material to enhance the direct instruction.	Some attempt at integrating supplementary material to enhance the direct instruction.	Solid choice of supplementary material to enhance the standard direct instruction.	Great choice of supplementary material to enhance the standard direct instruction.
Mechanics (2, 3, 4, 5)	Multiple writing issues & errors. Does not fit time restraints.	Average writing. Few errors. Does not fit time restraints.	Good writing. One overlooked error. Fits time restraints.	Excellent writing Error free. Fits time restraints.

Total: _____/20pts

Comments:

Teaching Demonstration

English 481: Composition Theory and Practice
 Dr. Kristi McDuffie, Spring 2016

Task: For your second teaching demonstration, which will also take 10-minutes but will be presented independently, you will choose a writing issue to present on via a mini-lesson (aka direct instruction). This should be on some topic related to writing instruction, such as revision, peer review, citation, website research, and so forth. I encourage you to do something you aren't as familiar with so that you learn something new! Note: You can't do grammar since we already did that, but you can do a language or structural issue.

You need to have at least one supplementary material (handout or worksheet for students) and/or visual aid (PowerPoint or something else to show on the projector) – many of you will choose to have both – to assist you in delivering the lesson and teaching to various intelligences and abilities. In order to assist with transition time between presenters, upload all of your materials to the relevant discussion board **by midnight the night before.**

As always, specify the intended **grade level** for this lesson on your materials and note which Common Core Standards this mini-lesson aligns with.

The demonstrations will be on **April 25 & 27!** If you are not present on the day you are scheduled to present, you will automatically lose your points. Everyone should be prepared to present immediately at the start of class, so arrive a few minutes **early**. PRACTICE this a few times before you give this demonstration in-class!

The Rubric:

Criteria	Below	Satisfactory	Meets	Exceeds
Lesson Design (2, 3, 4, 5)	The mini-lesson is incomplete, unclear, not on one skill, or age appropriate issues present.	The mini-lesson focuses on one skill, but may not be clear, concise, interesting, or age appropriate.	Clear and concise mini-lesson focusing on one skill, and is age appropriate.	Interesting, clear and concise mini-lesson focusing on one skill and is age appropriate.
Lesson Execution (2, 3, 4, 5)	Instruction is not lacking direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is lacking direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is mostly direct, well-executed, appropriately timed, with developing teaching persona.	Instruction is direct, well-executed, appropriately timed, with developing teaching persona.
Supplementary Material / Aids (2, 3, 4, 5)	Little to no attempt at integrating supplementary material to enhance the direct instruction.	Some attempt at integrating supplementary material to enhance the direct instruction.	Solid choice of supplementary material to enhance the standard direct instruction.	Great choice of supplementary material to enhance the standard direct instruction.
Mechanics (2, 3, 4, 5)	Multiple writing issues & errors. Does not fit time restraints.	Average writing. Few errors. Does not fit time restraints.	Good writing. One overlooked error. Fits time restraints.	Excellent writing Error free. Fits time restraints.

Total: _____/20pts

Comments:

Professional Portfolio

English 481: Composition Theory and Practice
Dr. Kristi McDuffie, Spring 2016

Task: Throughout this course you have assembled a collection of documents and work that demonstrates your competence as an instructor and your overall teaching philosophy. A portfolio such as this one will be instrumental once you embark on the job hunt. Such a collection is also valuable for meeting requirements on a path to student teaching, graduation, and certification.

Since you have already revised these documents (except for the final one), this is primarily an exercise in professionalism and your assessment will largely reflect that (in other words, I won't be re-grading your individual components, but rather, looking at the portfolio as a holistic designed professional portfolio).

Please include the following components:

- **Table of Contents** (to assist your reader in navigating through the various pieces)
- **Resume/Curriculum Vitae** (that showcases your work, educational, and extracurricular experiences)
- **Composition Teaching Philosophy** (1-2 page reflection on the beliefs that ground your vision of teaching Language Arts specifically in regard to teaching composition and the writing process)
- **Writing Pedagogy Essay** (demonstrating your knowledge of current scholarly discussions focusing on a narrow aspect of teaching composition at the secondary level)
- **Unit Plan** (a 6-8 unit plan showcasing a scaffolded writing project, including a number of different types of reading texts, demonstrating best practices in teaching writing)
 - Includes the **writing prompt, rubric**, and at least one **supplementary material** for the writing assignment
 - Includes three detailed **lesson plans**, including **supplementary material**, for three class periods within this unit plan
- Other optional items that may be included are:
 - A cover letter for a specific job.
 - Items on clinical experience, including reflections, evaluations, logs, etc.
 - Evidence of Professional Organization Membership (a photocopied membership card, letter or email of registration, or a written document of the sort will suffice)

Please consider the following design considerations:

- **Submit digitally** (on Compass) in a **single .docx (Word) or .pdf document**.
 - This means you will need to do some digital manipulation. Take your Word files and copy/paste and use page breaks, page numbers, internal hyperlinks, and other organizational techniques as needed. Control your documents – don't let them control you! Remember to label your files, in addition to labeling your segments internally.
- **Professional Appearance** (all documents should have a uniform appearance and design)
- **Original Organization/Design** (although professionalism is key, you also want your portfolio to stand apart from the others and represent you. How can this collection of papers really document who you are as a teacher and scholar? How can it express your passion for education, your love of the subject matter, your compassion for students? You should come up with some way to organize your portfolio so that an underlying "message" is delivered. You could do this with a portfolio theme. You could also do this by separating sections with inspirational quotes,

photographs of you working with students, samples of student work, samples of student evaluations, thank you letters from cooperating teachers, etc. You should put some effort into your portfolio's design so that it shows who you are as a future-educator without distracting from the utility of the portfolio or its professional look.)

Due Date: Due on Compass by 11:59pm on **Tuesday, May 10th** (I suggest you submit by 4pm as that is when I will stop being available for questions)

Point Value: 100pts (10% of overall course grade)

The Rubric

Criteria	Below	Satisfactory	Meets	Exceeds
Design (10, 13, 17, 20)	Some issues with design in terms of functionality, professionalism, and connections.	Design is functional, mostly professional appearance, some connected parts.	Solid design choices, professional appearance, parts connected.	Purposeful design, professional appearance, parts connected to the whole.
Organization (5, 7, 8, 10)	Inaccurate table of contents, digital files not in order, items unformatted or mislabeled, or not in a logical order.	Mostly accurate table of contents, digital files mostly in order, items formatted and labeled, mostly in a logical order.	Accurate table of contents, digital files mostly in order, items formatted and labeled, in a logical order.	Accurate table of contents, digital files in order, items formatted and labeled appropriately, in a logical order.
Best Practices (5, 7, 8, 10)	Portfolio fails to showcase knowledge about best practices in writing.	Portfolio showcases knowledge about best practices in writing.	Portfolio consistently showcases knowledge about best practices in writing.	Portfolio superbly showcases knowledge about best practices in writing.
Resume/CV (5, 7, 8, 10)	Multiple errors in terms of resume layout and/or language rules, some qualifications are not listed clearly.	A few errors in following resume layout and/or language rules, qualifications are clear but not detailed.	Conforms to the basic resume rules in terms of layout and language, qualifications are covered well.	Shows mastery of resume rules in terms of layout and language, thorough coverage of qualifications.
Composition Teaching Philosophy (5, 7, 8, 10)	More reflection and clarity could be used to fully explain your teaching principles, does not specifically address your pedagogical beliefs concerning composition, under length.	Overall a solid reflection of your principles but unclear at points, does not fully address your pedagogical beliefs concerning the teaching of composition, meets length requirement.	A good reflective piece utilizing some clear examples, captures your principles, a solid focus on your pedagogical beliefs concerning the teaching of composition, meets length.	Highly reflective, not overtly abstract, captures your basic principles, focuses primarily on your pedagogical beliefs concerning the teaching of composition meets length.
Writing Pedagogy Paper (5, 7, 8, 10)	Research skills and content coverage are lacking in this piece, understanding of issue is not evident.	Some ability to conduct research and briefly explore a key pedagogical issue is showcased here.	Demonstrates research skills and understanding of a pedagogical issue in a final product that is well explored.	Showcases ability to research, thoroughly explore a topic, and engage in pedagogical debates.
Unit Plan (10, 13, 17, 20)	Shows some weakness in unit and lesson design.	Shows a basic understanding of unit and lesson design.	Shows advanced understanding of unit and lesson design.	Shows mastery of unit and lesson plan design.
Language / Mechanics (5, 7, 8, 10)	Multiple oversights in terms of proofreading and language usage.	Some proofreading errors and language issues.	A few proofreading errors, college level writing.	Flawless proofreading, college level writing.