

Teaching Composition, Language, and Culture to Adolescents

Instructor

Susan Chaudoir, PhD(c)
Writing Research & Postsecondary Education
Office hours: Wed 1300-1400 or by appointment
Office location: 745a Education South

chaudoir@ualberta.ca
<http://era.library.ualberta.ca/chaudoir>

First Day of Class: May 6, 2013
Add/Delete Date: May 9, 2013
50% Withdrawal Date: May 13, 2013
Withdrawal Date: May 17, 2013
Last Day of Class: May 24, 2013

Policy about course outlines can be found in Section [23.4\(2\)](#) of the University Calendar

Course description & purpose

This course poses the general problem: “what is writing?” One of your tasks as preservice teachers in this course is to propose generative sub-question(s) of that main question in the context of your own major/minor area of study. I thought I’d start with the big picture, to explain why I am teaching this course and why the answer to this question is important to me and my doctoral work. One formative question of my own is “how do students learn what they are asked to write?” which allows me to focus on the teaching and learning of writing assignments in disciplinary contexts. I hope that by deciding to take this course, you can find something of value in this general inquiry into teaching writing and the role of writing in your major/minor area of secondary teaching. Over the last 30 years in particular, writing research has considered the role of writing in contexts beyond English studies to other academic disciplines, to include writing in the workplace, sciences, interdisciplinary disciplines, healthcare, technology, and undergraduate and graduate education.

In this course, we will focus on you as a preservice teacher and teaching writing in your major/minor area of specialty: art, career & tech (CTS) natural resources, drama, English language arts, mathematics, second languages (ESL/EFL/ESP), general science, social studies, special education, and physical education. You may work on one or both aspects of your major/minor and focus on the role of writing in that area (what I call disciplinarity). When we look at what kinds of writing constitute your academic discipline, we should reach for evidence of disciplinarity in academic research, student textbooks, disciplinary resources, advice provided on websites or professional networks, relationships formed in local communities, and the social practices that you and your students engage in as part of their education. In summary, we’ll take (what in writing research is called) a *rhetorical approach* to teaching writing in these disciplines. We will understand the writing/performance tasks we assign in the context of the social interactions that produce, shape, and are being shaped by them.

Learning objectives

- Apply current research on writing specific to your major/minor area of study
- Consider a variety of approaches to student writing (multimodal texts, performances)
- Develop a rationale for the approaches you adopt in teaching writing
- Identify features of your major/minor area of discourse and consider how these features come together as a rhetoric of your discipline (a typical pattern of writing or performing)

Learning outcomes

What we discuss from our reading, writing, and activities this term should benefit you in several ways. **First**, your understanding of writing in your own major/minor specialty should increase greatly, if only by comparison to others. **Second**, you should also better understand the role of writing in schooling—and the inter- and multi-disciplinary nature of education. **Third**, you should be able to activate this knowledge or connect it to your own personal, professional, and intellectual development as a preservice teacher. This course is designed to specifically allow you to create writing strategies that help you respond to the demands of the students in your courses in what are perhaps the most challenging areas in Canadian education: junior and senior high school.

Course evaluation

Assignment	Value	Due
Reading response	Pass/Fail	Scheduled readings
In class writing	10	Daily
Peer group conference	10	Scheduled in class
Leading class activity in workshop session	20	Scheduled in class
Leading class discussion in research seminar	20	Scheduled in class
Group Presentation 10% Proposal (due May 9) 20% Presentation (scheduled in class) 10% Reflection (due day after presentation)	40	Scheduled in class

Policy for late assignments

Assignments will be due at the beginning of class on the determined due date. Assignments handed in after the class is finished will be classified as late. Late assignments will be penalized one full letter grade (that is a B will be recorded as a C). To apply for an extension, email your request. If I grant an extension, it will be by email so that both you and I have a record of our agreement. No assignments will be accepted after 1:00pm on the next day after the due date, unless otherwise specified by me.

Final Grade: Final grades in EDSE 430 will be determined using the absolute measure system.

Required Reading: available in the University Bookstore

DiPardo, A., Staley, S., Makenzie, S., Martin, A., & Gniewek, O. (2012). “Anything could happen”: Managing uncertainty in an academic writing partnership. *English Education, 45*(1), 10-34.

Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write, and thinking within ELA and across the disciplines. *English Education, 45*(1), 71-90.

Smagorinsky, P. (Ed.). (2006). *Research on composition: Multiple perspectives on two decades of change*. New York: Teachers College Press.

Recommended/Optional Reading: available in the University Bookstore and as an eBook in our library catalog

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). San Francisco: Jossey-Bass. [available as electronic resource in U of A library]

TENTATIVE Course schedule (see Moodle for master schedule)

<p>May 6</p> <p>WEEK 1</p>	<p>Introduction to the course: essential understandings, questions, activities “What is writing?” “What is genre?” and “How do you teach that?” Discussion: 1. Course syllabus, assignments, and evaluation 2. Make schedules for: (a) chapters for research seminars; and (b) workshop activities Lecture: <i>Process and post-process writing instruction</i> Reading on your own: (1) Smagorinsky Overview pp. 1-14.</p>
<p>May 7</p>	<p>Research Seminar: Discussion of Smagorinsky; preparing class leads and reader response handouts Article by Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write, and thinking within ELA and across the disciplines. <i>English Education</i>, 45(1), 71-90. Video: Take 20: Teaching Writing Group Collaboration: 1. Discussion of topics in Take 20 video 2. Make schedule for group presentations 3. Discussion of Readings: DiPardo et al. and Smagorinsky’s Overview</p> <p>Susan’s example of evidence-supported research Bruce, D. L. (2008). Writing with visual images: Examining the video composition processes of high school students. <i>Research in the Teaching of English</i>, 43, 426-450.</p> <p>Readings for May 8 to May 21 will come from the required text, <i>Research on Composition</i> (Smagorinsky, 2006). See Moodle for the schedule of readings and who is leading the research seminar.</p>
<p>May 8</p>	<p>1. Research Seminar: Chapter by Marilyn Chapman pp. 15-47, Preschool through elementary writing 2. Workshopping: TBD 3. Groupwork project 4. Wrap-up and discussion:</p>
<p>May 9: DUE PROPOSAL</p>	<p>1. Research Seminar: Chapter by George Hillocks pp. 48-77, Middle and high school composition 2. Workshopping: TBD 3. Groupwork project 4. Wrap-up and discussion</p>
<p>May 10: PROPOSALS RETURNED</p>	<p>1. Research Seminar: Chapter by Russel Durst pp. 78-107, Writing at the postsecondary level 2. Workshopping: TBD 3. Group project & discussion: return and discuss proposals for next week 4. GUEST LECTURER: DAVE BEREZEAN</p>
<p>May 13</p> <p>WEEK 2</p>	<p>1. Research Seminar: Chapter by Bob Fecho et al pp. 108-140 Teacher research in writing classrooms 2. Workshopping: TBD 3. PRESENTATION 1 4. GUEST LECTURER: STEVE KUNTZ</p>
<p>May 14</p>	<p>1. Research Seminar: Chapter by Anne Beaufort pp. 217-242 Writing in the professions 2. Workshopping: TBD 3. PRESENTATION 2 4. GUEST LECTURER: JILL MCCLAY</p>
<p>May 15</p>	<p>1. Research Seminar: Chapter by Victor Villanueva et al pp. 170-186 Research in rhetoric 2. Workshopping: TBD 3. PRESENTATION 3 4. GUEST LECTURER: JEFF KUNTZ</p>
<p>May 16</p>	<p>1. Research Seminar: Chapter by Ellen Cushman et al pp. 187-216 Family and community literacies 2. Workshopping: TBD 3. PRESENTATION 4 4. Wrap up and discussion: what do we know? What do we not know? What do we want to know more?</p>
<p>May 17</p>	<p>1. Research Seminar: Chapter by Ilona Leki et al pp. 141-169 Second-Language composition teaching and learning 2. Workshopping: TBD 3. PRESENTATION 5 4. GUEST LECTURER: CHRISTINA GRANT</p>
<p>May 20</p>	<p>HOLIDAY – NO CLASS -</p>

<p>May 21</p>	<p>WEEK 3</p> <p>Today, we will revisit the question: What is writing?</p> <ol style="list-style-type: none"> 1. Research Seminar: Chapter by David Russell pp. 243-276 Historical studies of composition 2. Workshopping: TBD 3. Group collaboration 4. GUEST SPEAKER: MONICA CHALAL
<p>May 22</p>	<ol style="list-style-type: none"> 1. Research Seminar: DiPardo, A., Staley, S., Makenzie, S., Martin, A., & Gniewek, O. (2012). "Anything could happen": Managing uncertainty in an academic writing partnership. <i>English Education</i>, 45(1), 10-34. 2. Workshopping: Summary of workshop activities presented by all students 3. Group collaboration 4. Wrap up and discussion: Essential understandings, questions, activities "What is genre?" and "How do you teach that?"
<p>May 23</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Research Seminar: Summary and Debrief (Susan) 2. Rant, vent, rage: What's the point of writing and teaching writing in your discipline? 3. Debrief on presentations
<p>May 24</p>	<p>Your Verbal Feedback: EDSE 430 Teaching Composition, language & culture to adolescents</p>

In-Class writing

I strongly advocate that we adopt a collaborative approach to learning in this class. I will often encourage the importance of forming a *collegial learning community*, and I will attempt to bring that phrase to life in our day-to-day classes. This class is a learning community, contributing to one another's projects intellectually and collaboratively, and seeking to support and challenge one another as we develop our understanding of writing and teaching writing. In order to make all these good things happen, every member of the group should prepare, attend, listen, learn, and contribute every day.

The four key elements in class participation are preparation, attendance (including prompt arrival), listening, and speaking.

- **Preparation** requires careful reading, thoughtful writing, and other requested activities prior to class.
- **Attendance** involves showing up every day, arriving on time, and engaging in the day's work until class is dismissed.
- **Listening** can be made both passive and active, and made visible by making notes on class discussions and activities and by referring to what other student colleagues have said.
- **Speaking** requires sensitivity to the group. I advocate hearing from every person at least once each day. If you tend to speak very quickly or very often, restrain yourself to create opportunities for others. If you tend to stay silent, push yourself to offer an idea, question, response, interpretation, or analysis on a regular basis.

Recording classes

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Equity statement & inclusive language policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background.

Grading and Assessment

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as a letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

Descriptor	Letter	Points	Descriptor Definitions
	A+	4.0	Exceptional performance with respect to course learning objectives; exhibits original, creative thinking and demonstrates a capacity to analyze critically and synthesize information; normally would only be achieved by a very small percentage of a class if at all.
Excellent	A	4.0	Excellent performance combined with strong evidence of critical thinking and would normally be achieved by relatively few students.
	A-	3.7	Excellent performance with respect to course learning objectives and normally would be achieved by relatively few students but more than the number assigned a letter grade of A.
	B+	3.3	Very good achievement of course learning objectives.
Good	B	3.0	Good to very good achievement of course learning objectives.
	B-	2.7	Good achievement of course learning objectives.
	C+	2.3	Satisfactory to good achievement of course learning objectives.
Satisfactory	C	2.0	Satisfactory achievement.
	C-	1.7	Acceptable achievement but somewhat less than the normal expectation of course learning objectives.
Poor	D+	1.3	Poor achievement with respect to course learning objectives.
Minimal Pass	D	1.0	Minimal pass.
Failure	F	0.0	Unsatisfactory performance and considered a failing grade.

Information on grade appeals can be obtained from the Director of Student Support in the Undergraduate Student Services office (ED North 1-107).

Final grades in EDSE 430 will be determined using the absolute measure system.

Absence and attendance

- I expect every student (as I expect myself) to attend every class.
- If you must miss class, notify me as far in advance as possible by email.
- In recognition of the unpredictability of life, I grant every student a one-day absence, no questions asked. But you must send me an email to let me know the day and date you will not be in class.
- Two late arrivals count as one absence.
- If you are absent for three or more class meetings, your grade in the course will be penalized a full letter grade (a B will be recorded as a C).
- Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar.
- Be aware that students are no longer required to present medical documentation to support absence due to illness. Students may present a Medical Declaration Form for Students http://www.foa.ualberta.ca/en/Undergraduate_Programs/Student_Services/Forms/%20Cabinet.aspx

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca>, listed under “Codes of Conduct and Residence Community Standards”) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Professional Conduct

In addition to upholding the University of Alberta Code of Student Behaviour, students in the Faculty of Education are expected to conduct themselves according to the Alberta Teachers’ Association Code of Professional Conduct (online at <http://www.teachers.ab.ca/>, listed under “Information on...”). While enrolled in the IPT or APT, they are also subject to the guidelines described in the Practicum Intervention Policy (online at <http://www.governance.ualberta.ca>, listed under “Student Appeals”).

Personal or academic difficulty

Students experiencing academic or personal difficulties may contact Undergraduate Student Services (ED North 1-107, email: educ.info@ualberta.ca, phone: 780-492-3659) for support services.

Plagiarism, cheating, dishonesty, and rhetorical recycling

All students should consult the “Truth-In-Education” handbook or web site regarding the definitions of plagiarism and its consequences when detected: <http://www.uofaweb.ualberta.ca/TIE/>

Few things grieve me like **dishonesty**. In cases of plagiarism and other forms of dishonesty I pursue the most severe penalty appropriate. This is especially true when others are struggling because they are acting honestly. So please, please, do not resort to any form of plagiarism, cheating, or dishonesty in your work in this course (or in any other course). There is a form of plagiarism referred to as intellectual or **rhetorical recycling**. You may wish to build on work you have done in another course in the past or that you are doing for another course concurrent with this one. If you openly acknowledge and document the previous or concurrent work and get approval from me, then you are acting ethically and I strongly encourage you to build on your past or current work in this way. If, however, you submit work done in the past or concurrently for another course without acknowledging it, documenting it, and getting approval to do it, then you are committing academic dishonesty. **So please recycle appropriately and responsibly**. See me with any questions about any aspect of building on past or current work. Through open dialogue that takes place in advance of submitting work for final evaluation, any such question can be answered and any problem solved.

Knowledge, Skills, and Attributes (for Interim Teacher Certification in Alberta)

Students in EDSE 430 A2 Spring Term 2013 will be able to participate in learning experiences that will assist them to understand:

- writing germane to the specialization and subject disciplines he or she is prepared to teach;
- documents to inform and direct their planning, instruction, and assessment of student progress;
- instructional strategies appropriate to help different students achieve different learning outcomes;
- disciplinary knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools; and
- purpose of teaching to communicate their vision for teaching writing, including how his or her vision has changed as a result of new knowledge, understanding, and experience.