Matching Course Request

New Course Request

Indiana University

**South Bend Campus**

Check Appropriate Boxes:
- Undergraduate credit [x]
- Graduate credit [ ]
- Professional credit [ ]

1. School/Division: School of Education
2. Academic Subject Code
3. Course Number: M412 (must be cleared with University Enrollment Services)
4. Instructor
5. Course Title: Teaching of Writing in Middle and Secondary Schools
   
   Recommended Abbreviation (Optional)
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2007
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded SF (only)? Yes [x] No [ ]
9. Is variable title approval being requested? Yes [ ] No [x]
10. Course description (not to exceed 50 words) for Bulletin publication:
    
    Study of current trends, issues, theories, research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

11. Lecture Contact Hours: Fixed at 3 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 20 of which 0% percent are expected to be graduate students.
14. Frequency of scheduling: each Fall
15. Will this course be required for majors? Yes [x]
16. Justification for new course: To meet new state standards for Eng/LA
17. Are the necessary reading materials currently available in the appropriate library? Yes [x]
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Department Chairman/Division Director Date 2/26/07

Dean of Graduate School (when required) Date

Approved by:  
Dean (for M. Horvath) Date 3/7/07

Chancellor/Vice-President Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
School of Education Mission Statement

Through our programs in the School of Education at Indiana University South Bend and our active engagement in the community, we prepare teachers and other school personnel to be competent, ethical, and reflective practitioners. Our candidates and faculty are professionals dedicated to continuous learning in order to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world. As part of a public comprehensive university and through our service to schools we strive to make a positive difference in the community within and beyond north central Indiana.

COURSE INFORMATION – FALL 2007

Title: Teaching of Writing in Middle and Secondary Schools
Number: EDUC M412
Section
Course Meetings:

Instructor: Jane Eggleston
Phone: 520-4202
Office: DW 2244
Office Hours: Monday 5-6 in Elkhart, Tuesday, 2-6 in DW2244, Wednesday 1:30-4:30 in DW2244, and by appointment
E-mail: jaeagle@iusb.edu

COURSE DESCRIPTION

M 412 Teaching of Writing in Middle and Secondary Schools (3 cr.) B
Study of current trends, issues, theories, research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

UNIVERSITY POLICIES

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university
email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

**ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT:** If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

**DISABILITIES STATEMENT:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

**ACADEMIC HONESTY STATEMENT:** It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University

**COURSE CONTENT AND REQUIREMENTS**

**REQUIRED TEXTS**

Some possibilities—*The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, Writing Across the Curriculum in Secondary Classrooms: Teaching from a Diverse Perspective, Teaching Writing in Middle and Secondary Schools: Theory, Research, and Practice*

**Standards Addressed**

*Division of Professional Standards*

*Indiana DOE*

*Licensing Rules 2002*

Standard #4: Instructional Strategies and Curriculum Design.
English/language arts teachers understand and employ a variety of instructional strategies which are developmentally appropriate for language learners and can use appropriate curriculum design for teaching the English/language arts.

Performances:
1. can articulate a philosophy of English/language arts which is based on critical characteristics of the discipline and which reflects students as continuous language learners.
2. design English/language arts curriculum which is standards-based and student-centered.
3. develop English/language arts curriculum based on the assumption that English/language arts is an integrated subject.
4. design, develop, and implement multidisciplinary and interdisciplinary curriculum, especially in conjunction with colleagues.
5. use a variety of research-based strategies to help students become effective listeners, speakers, readers, writers, viewers and thinkers (e.g., process writing approaches, reader-response questioning strategies.)
6. meet individual needs by using a variety of instructional strategies that are responsive to the social and cultural contexts of the classroom.
7. use instructional strategies that provide for the active engagement of students.
8. use intervention strategies that promote success for all learners.
9. use metacognitive strategies (think-alouds, self-assessments, goal-setting, written reflections) to help students become effective listeners, speakers, readers, writers, viewers and thinkers.
10. use instructional strategies that help students to present their writing in a variety of readable, grammatically and mechanically correct formats (e.g., handwriting, keyboarding).

Knowledge:
1. the key principles of English/language arts curriculum development, instruction, and assessment (formative and summative), and their underlying research bases.
2. a variety of curriculum models which help frame English/language arts as an active, involving curriculum for student language learners.
3. a variety of effective instructional strategies that help students become active readers, speakers, listeners, writers, viewers and thinkers.

Appendix: Guidelines for Developing English/language arts Programs for Teachers of Early Childhood and Middle Childhood:

Guidelines for Developing English/language arts Programs for Teachers of Early Adolescence (EA):

EA Guideline 2:
Writing:
1. knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.
2. Knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.
3. Knowledge about and ability to model writing well in a variety of forms

Language and Media:
4. Knowledge and understanding of accepted rules of grammar, spelling, syntax and usage

Guidelines for Developing English/Language Arts Programs for Teachers of Adolescence and Young Adulthood (AYA):

AYA Guideline 2:
All AYA teachers must be able to assist students in becoming orally proficient as well as literate in their various content areas. The English/language arts teacher at this level must be proficient in:
   1. Reading and writing, including methodology
   2. Diagnostic assessment of reading and writing of adolescents and young adults

Writing:
3. Knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies
4. Knowledge and understanding of the research process and using various technologies as tools of inquiry
5. Knowledge about and ability to model writing well in a variety of forms.
6. Knowledge about and ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field

Language and Media:
7. Knowledge and understanding of accepted rules of grammar, syntax, spelling, mechanics, and usage especially as identified by the Indiana Academic Standards; and utilize acceptable formats for the purpose and audience of a given text
8. Knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).

COURSE OBJECTIVES and Standards

Understand how writing effects and is produced by diverse students and develop a rationale for effectively motivating diverse students (Performance Standard 4.6, 4.7, 4.8)
Understand how cross-curricular writing influences students (Performance Standard 4.3, 4.4)
Understand and develop a plan for dealing with plagiarism (EA Guideline 4, AYA Guideline 7, 8)
Understand and develop a plan to deal with grammar issues and evaluation of
writing issues (AYA Guideline 1, 2, 6, 7, 8; Performance Standard 4.1, 4.8 and Knowledge Standard 4.1)

Understand the need for authentic writing and how this effects motivation and production (Performance Standard 4.7, 4.8)

Understand and use the writing process (Performance Standard 4.5)

Putting theory into practice (Performance Standard 4.1, 4.5, EA & AYA Guideline 1, AYA Guideline 3)

Review and research various methods of teaching writing and grammar
(Performance Standard 4.1, 4.5, 4.9; all Guidelines)

Understand and discuss issues and problems in teaching writing and grammar
(Performance Standard 4.1, 4.5, 4.9; all Guidelines)

Investigate web sites dealing with writing and grammar issues, and develop a useful list of writing sites for classroom use (all Standard 4 Performance & Knowledge Standards)

Understand the history of teaching writing and grammar (AYA Guideline 1, 3, EA Guideline 1, 2; all Standard 4 Knowledge Standards)

COURSE PERFORMANCE TASKS

1. Students will develop and produce a Unit for writing and grammar instruction:
   a. One lesson plan should deal with culturally diverse students
   b. One lesson plan needs to deal with cross curricular issues
   c. One lesson plan should instruct specifically on plagiarism issues
   d. One or all of the lesson plans need to deal with the writing process
   e. Unit must include research/inquiry based research and writing
   f. Unit needs to include evaluation rationale and rubrics

2. Rationale: Pedagogical statements dealing with the topics of authentic production and publication, student motivation, teaching grammar and dealing with error, and other aspects of writing process and production. This document should include research for rationales

3. Present group research on one method of teaching writing/grammar

4. Prepare materials for a debate on major issues in writing/grammar

5. Reflective journals on topics of issues, theory, diversity, evaluation, error, motivation for writing, authentic materials, and plagiarism

6. Evaluate 10 web sites dealing with grammar or writing

STUDENT EVALUATION

7. Grades: Unit for writing and grammar instruction: 120 points
   5 Reflections/Journals 40 points each 200 points
   Web site analysis 50 points; presentation 50 points, rubric 20 points 120 points
   Research paper 70 points; presentation 50 points 120 points
   Rationale 100 points
   Diversity/multicultural/cross-curricular presentation 100 points
Debate 100 points
In-class written mid-term and final, 20 points each 40 points
Book talk discussions and involvement; class discussions 100 points
Total 1000 points

Grading Scale:

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<th>Grade</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
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<td>Points</td>
<td>87</td>
<td>83</td>
<td>77</td>
<td>73</td>
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Tentative Class Schedule:

Week 1  History and trends in teaching writing
Week 2  Process writing
Week 3  Introduction to issues and problems
Week 4  Writing theory and pedagogy
Week 5  Linguistic and cultural diversity issues in writing
Week 6  Evaluation issues
Week 7  Authentic materials
Week 8  Pedagogy and research in teaching grammar skills: perspectives on “error”
Week 9  Research into problems and issues; writing web sites
Week 10  Motivating students to write
Week 11  Inquiry based writing & research
Week 12  Cross curricular writing
Week 13  Teaching plagiarism and citation
Week 14  Using the internet
Week 15  Publication

IUSB TEACHER STANDARDS

#1: IUSB preservice teachers understand the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.

#2: IUSB preservice teachers understand the range of developmental characteristics of students including interpersonal, cultural, and societal contexts and use this knowledge to facilitate student learning.

#3: IUSB preservice teachers understand how students differ in their development and approaches to learning and can create and adapt instructional opportunities for diverse learners.

#4: IUSB preservice teachers understand the teaching/learning research base and employ a variety of instructional strategies, resources, and technologies which advance the learner into high level thinking skills.

#5: IUSB preservice teachers use knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning that nurtures and encourages the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development in adolescents and young adults.

#6: IUSB preservice teachers understand the impact of family structure and home life on educational development and use this knowledge to facilitate and support the education of their students.

#7: IUSB preservice teachers understand the interdisciplinary nature of curriculum and plan their instruction to foster well-rounded student learning.

#8: IUSB preservice teachers understand the importance of multiple assessments (informal and formal, formative and summative) and use a variety of appropriate assessments, some of which are performance based, to facilitate the continuous intellectual, social, and physical development of the learner.
#9: IUSB preservice teachers reflect on and evaluate teaching in light of current best research and practice; seek opportunities for further growth; and maintain positive collaborative relationships with everyone in the educational community.

#10: IUSB preservice teachers recognize the importance of the students’ families, cultures, and communities, and foster relationships with school colleagues, parents, and agencies to support the students’ learning and well-being.