

University of Puerto Rico at Aguadilla
Department of English
Course Syllabus and Outline

COURSE NUMBER	INGL 3425
COURSE TITLE	Teaching Writing
CREDITS	Three (3)
HOURS/WEEK	Three (3)
PRE-REQUISITES	INGL 3102 or INGL 3104
TEXTBOOKS AND MATERIALS	<ul style="list-style-type: none"> • Spandel, V. (2008). <i>Creating writers through 6-trait writing assessment and instruction (5th ed.)</i>. Boston, MA: Pearson-Allyn and Bacon. • Course Handouts

DESCRIPTION

A study of the characteristics of the writing process and the basic writer; methods for evaluation of writing and techniques for teaching writing with special emphasis to writing in a second language.

COURSE GOAL

The principal goal of this course is to teach the student how to develop and present a class in writing in English as a second language in the elementary and secondary school.

OBJECTIVES

By the end of the course, the student will be able to

Objective	NCATE Standard	TESOL Standard
Develop a writing class in English as a second language at the level the student will be teaching.	1.1, 1.3	1a, 3a, 3b, 3c
Explain the importance of the six traits in teaching writing.	1.1, 1.3	3a, 3b
Create rubrics for evaluating a student's written work.	1.1, 1.3	4b, 4c
Describe the use of technology in writing classes.	1.1, 1.3	3a, 3b, 3c

TENTATIVE COURSE OUTLINE AND DISTRIBUTION OF TIME

Time	Topic
2 hrs.	Introduction to the Class
3 hrs.	Ch.1: Creating a Vision
3 hrs.	Ch.2: Assessment to Match the Vision
3 hrs.	Ch.3: Warming Up—and Scoring Well
3 hrs.	Ch.4: Building a Foundation: Ideas and Organization
3 hrs.	Ch.5: Adding Flavor: Voice, Word Choice and Sentence Fluency
3 hrs.	Ch.6: Framing the Picture: Conventions and Presentation
1 hr.	Test 1 - Chapters 1-6
3 hrs.	Ch.7: Using Traits to Support Writing Process
3 hrs.	Ch.8: Revision
3 hrs.	Ch.9: Common Writing problems
3 hrs.	Ch.11: Adapting the Traits to Fit You
3 hrs.	Ch.12: Exploring the World of Beginning Writers
1 hr.	Test 2 - Chapters 7-12
9 hrs.	Demonstration Classes

Note: The Professor may add or delete information for the benefit of the course.

INSTRUCTIONAL STRATEGIES

This course will make use of the following strategies

- Lectures
- Individual and Group Discussions
- Individual and Group Work
- Individual Oral Reports
- Library and Internet Research
- Online class discussion (chat and forum)
- School Visits
- Writing Tasks

EVALUATION STRATEGIES

The student will be evaluated using the following criteria:

Test 1 (Chapters 1 - 6)	100
Test 2 (Chapters 7 - 12)	100
Demonstration Class	100
School Visits	100
Final Reflection Essay	100
Attendance	100
Total	600

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.”

GRADING SYSTEM

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 - 00

Bibliography

PRINT RESOURCES

The following books are available at the reserve desk in the Library or in the Professor's office.

Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2006). *Developing portfolios in education: A guide to reflection, inquiry, and assessment*. Thousand Oaks, CA: Sage Publications.

Liu, J. (2002). *Peer response in second language writing classrooms*. Ann Arbor: University of Michigan Press.

Silva, T. & Matsuda, P. K. (Eds.). (2001). *Landmark essays on ESL writing*. Mahwah, NJ: Lawrence Erlbaum Assoc.

Silva, T. & Matsuda, P. K. (Eds.). (2001). *On second language writing*. Mahwah, NJ: Lawrence Erlbaum Assoc.

Tompkins, G. (2008). *Teaching writing: Balancing process and product* (5th ed.). Upper Saddle River, NJ: Pearson-Merrill/Prentice-Hall.

Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston, MA: McGraw Hill.

COURSE CD

Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*, 12, pp 3-15.

Atkinson, D. (2003). Writing and culture in the post-process era. *Journal of Second Language Writing*, 12, pp 49-63.

Coleman, C. (2003). Simple Steps to Successful Revision in L2 Writing. *The Internet TESL Journal*, 9(5).

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12, pp 17-29.

Leki, I. (2003). Coda: Pushing L2 writing research. *Journal of Second Language Writing*, 12, pp 103-105.

Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12, pp 65-83.

ONLINE RESOURCES

Leki, I. (2003). *Research Insights on Second Language Writing Instruction*. Center for Applied Linguistics/Department of Education. Available online at <http://www.cal.org/resources/digest/0306leki.html>. Accessed August 1, 2007.

Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ* 6(2), 1-20. Available online at <http://tesl-ej.org/ej22/a1.html>. Accessed August 1, 2007.

6 Trait Writing: Web Site - URL: <http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.html>

Six Traits Writing Assessment: A Site for Teachers Using Six Traits in the Classroom. Web Site - URL:
<http://www.cyberspaces.net/6traits>

Northwest Regional Educational Laboratory: Web Site - URL:
<http://www.nwrel.org/assessment/department.php?d=1>

InterActive Six Trait Writing Process. Web Site - URL: <http://senior.billings.k12.mt.us/6traits/>

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ADDENDUM INGL 3425 [A91]

Professor	Dr. John H. Steele	Office Hours	MWF 10:00 - 11:00 1:00 - 2:00
E-mail	john.steele@upr.edu	Section/Hour	L71 - MWF: 7:00 - 7:50 L21 - MWF: 2:00 - 2:50

Course Policies

Take Home Exam

You will have two tests, one after Chapter 6 and the other after Chapter 12. These will cover all material discussed in class or assigned for reading. One or both may be either in class or assigned to be taken home. If they are assigned as Take-Home tests, you will have 1 week to answer and turn in your test. Do not ask for an extension - I will not give one.

Demonstration Class

I (the professor) will assign each of you to a group of three. I will then assign each group a topic related to a writing class at either the elementary or the secondary school. The group is to plan a 45 minute class on that topic and present it during the final three weeks of class. Group interaction, dress, time control, command of the subject matter and manner of presentation will be included in the criteria. NOTE: The assignment to groups will be based on criteria that I have. Do not ask for change of groups. Changes will not be authorized.

School Visits

You are to observe a reading/writing class at the level you plan to teach (elementary or secondary) for 5 hours. These hours are to be carried out with the same teacher and the same group on 5 different days. It is to include three (3) hours of observation, and two (2) hours of assisting the teacher. Complete instructions will be handed out during the first two weeks of class. If you are doing observations in another class, these 5 hours are IN ADDITION to the other classes.

Final Reflection Essay

On the last day of class, you are to turn in a 3 - 5 page essay (standard formatting) in which you reflect on what you learned during the class observations that you carried out this semester.

Assignments

- You are responsible for all material assigned and/or covered in class. If you are absent, get the class notes from one of your classmates.
- You should turn in all assignments electronically unless otherwise indicated. Make sure you keep a copy of all assignments to place in your portfolio.
- Make sure you have the following information in the upper right-hand corner of all your assignments: your name, the class and section, the date, the assignment's title.
- Your name and the date should be on every page.

Attendance

- You are expected to attend all classes with textbooks and other materials. A role sheet will be passed out at the beginning of each class. **You are responsible for making sure you sign the daily role sheet.**

- You will be allowed three absences (**EXCUSED OR UNEXCUSED**) without penalty. For every additional three absences (**EXCUSED OR UNEXCUSED**) your final grade will be dropped to the next lower grade (e.g. a final grade of B will drop to a C). Inform me (on time) of any problem that will interfere with your presence in the class. I will take extraordinary circumstances into account in terms of this policy. (The professor retains the right to make changes in this policy if such changes are beneficial for the students as a whole.)

Cell Phones

UPR Aguadilla Senate Certification 13-2004-05 prohibits the use of cell phones, beepers, and other electronic equipment in the classroom. This class will be guided accordingly. Make sure your cell-phone is turned off and put away before coming to class. Use of a cell phone in the classroom is grounds for lowering your grade.

Dress Code

As future teachers, you are expected to dress accordingly. Before coming to class, make sure you are dressed in the same manner that you would be expected to dress in the public or private schools in Puerto Rico.

Formatting

All written work is to have the following formatting: 1" margins on all sides, size 12 Times New Roman font, double spaced. Anything 3 pages or longer should include a title page. Your name, student number, section, the date, and the title should appear on each page.

Incompletes

If you decide, for a justifiable reason, that you must request an incomplete for the semester, you should do so in writing. This will give you an extra few months (till the end of the following semester) to complete the work, but you will not be allowed to register in any course for which this is a pre-requisite until the required work is turned in. Usually it is not a good idea to request an incomplete unless it is for reasons of health. Please remember that an incomplete grade may affect your Pell Grant or other financial aid.

Internet and e-mail

You are expected to have and use an e-mail account. As future professionals, your email address will be the first impression you give many other professionals. Therefore, if you do not have a professional address, you should obtain one. Consider what your mother, grandmother, priest, or minister would think if somebody forwarded a message from you to them. All UPR-Aguadilla students have an official (and permanent) address _____._____@upr.edu and are expected to make use of it.

Participation

You are expected to participate actively in all class and group activities as well as in the online portion of the class.

Plagiarism

Plagiarism: Any student caught plagiarizing will receive an F in the course. Plagiarism is defined as the copying of words and/or ideas from another source (including another student), and claiming them as your own.

Plagiarism will be reported to the Dean of Academic Affairs and to the Dean of Student Affairs for presentation to the Discipline Committee (for disciplinary action). Disciplinary action may include (among other actions) suspension or expulsion from the University of Puerto Rico.

Quizzes

There may be a 10 - 15 minute quiz every week. This quiz will be given at the beginning of class. If you are late or absent, you can not make up the quiz.