

THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
LLED 367 SECTION 302
FALL SESSION 2016 TERM 1

TEACHING WRITING: SECONDARY ENGLISH METHODS

Instructor: **Dr. Kedrick James**

Room: **Ponderosa Commons, Rm 1002**

Time: **September 07 - December 16, 2016 every Wednesday, 4:30-7:30 PM**

Instructor's Office: **Ponderosa Commons, Rm: 3107 (hours by appointment)**

Email: kedrick.james@ubc.ca Ph: **604-822-2126**

COURSE DESCRIPTION

This Secondary English methods course focuses on the teaching of written language and composition to teachers and teacher candidates. Students are introduced to theories of writing, to a variety of strategies for teaching written compositions and language, and to contemporary practices and uses of writing both in and out of school. Topics cover a broad range of issues related to creative and academic writing, including: motivation, purpose, genre, audience, play process, organization, prewriting, editing, assessment, evaluation, examination, language structure, computer and hypertext, literary, academic, and popular cultural styles, publishing, ESL, verbal arts and performance, point of view, identity, diversity and community, risk in creative writing, and so on. This course prioritizes the importance of writing practice for adolescent students and focuses on assessment strategies that are sensitive to cultural and linguistic diversity in the ELA classroom. Furthermore, it is equally representative of traditional writing practices and writing for multimedia and online forms of expression. It is hoped that students will leave this course thinking of themselves as writers: This is based on the assumption that teachers who write make better writing teachers

COURSE OBJECTIVES

During this course teacher candidates will review, consider, discuss and be able to apply:

- Major theories and approaches to teaching writing and composition, across genres and modes of expression, using multimedia and digital literacy tools.
- Draw connections and find intersections between literacy pedagogies of reading literature and writing, particularly in formal genres of academic language and discourse
- Develop strategic writing prompts able to support and scaffold the development of English language learners both with English as a first and as an additional language.

- Create lesson plans across subject areas that include language development and compositional support with an interdisciplinary understanding.
- Stimulate and motivate students to explore and take risks with writing in a safe and inclusive setting that celebrates creative ability, cultural diversity, gender non-conformity, divergent thinking, and indigenous perspectives.

COURSE TEXTBOOKS AND READINGS

Recommended: Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse Publishers. (Available in UBC Bookstore September 28)

Recommended: James, K., Dobson, T. M. & Leggo, C. (2013). *English in middle and secondary classrooms: Creative and critical advice from Canada's teacher educators*. Toronto: CA: Pearson Press.

*Supplemental readings with open access or UBC library links (where available) are listed below. To access them:

- Go to: <https://login.ezproxy.library.ubc.ca/login>
- Log into the Library Catalogue using your UBC Campus-Wide Login (CWL)
- Copy and paste the title of the reading into the search box.

COURSE SCHEDULE

Typical class routine will include lecture, discussion, writing and performance of student work. You will be presenting your writing samples from the previous class to start each new class. Please be sure to have completed and posted the exercise to the home page of the course blog.

September 07

Topics: Introductions, using course blog space (<https://blogs.ubc.ca/teachingwriting/>), Writing in schools. BC's revised English Language Arts curriculum and ongoing changes.

Prompt: Noun-verb poem (post all exercises to course blog.)

Reading: Familiarize yourself with BC's Ministry of Education documents regarding English Language Arts curriculum (IRPs and Revised curriculum). [<https://curriculum.gov.bc.ca/curriculum>]; [<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/english-language-arts>]

September 14

Topics: Methods of Writing instruction. How to construct a lesson that teaches both language and composition skills simultaneously. How to structure writing prompts to support English language learners. Writing prompts and the parts of speech.

Prompt: SPAM Cut-up

Reading: James, K. (2013). Introduction. In K. James, T.M. Dobson & C. Leggo, Eds., *English in Middle and Secondary Classrooms: Creative and critical advice from Canada's teacher educators* (pp. 1-17). Toronto: Pearson Press.

September 21

Topics: Oral Vs. Written language Domains of Language Use [<https://blogs.ubc.ca/teachingwriting/3-domains-of-language-use-graphic-organizer/>] Genres and registers of writing. Cultural fluency are represented in language use. Cummins' terms BICS / CALP, Academic English and writing across the curriculum.

Prompt: Register Shifting

Reading: Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In B. Street & N. Hornberger, (Eds.), *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. (pp. 71-83). New York: Springer Science + Business Media LLC [<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.598.5273&rep=rep1&type=pdf>]

September 28

Topics: Structuring lesson plans: Timing, hooks, motivation, collaboration, performing texts. Constraints and creativity. The kinds of constraints: Content; Formal; Contextual. Drawing connections to literature

Prompt: Group prompt to help students connect to a work of literature

Reading: Leggo, C. (2013). Exploring processes and products of learning. In K. James, T.M. Dobson & C. Leggo, Eds., *English in Middle and Secondary Classrooms: Creative and critical advice from Canada's teacher educators* (pp. 79-91). Toronto: Pearson Press.

Supplemental Reading: Emig, J. (1971) *The composing processes of twelfth graders* (pp. 1-28). Urbana, IL: National Council of Teachers of English.

October 5

Topics: Sharing writing prompts. Exemplars, Process Writing and the (recursive) stages in the writing process. Voice and Editing, peer editing, and assessment. Using graphic organizers and visual literacy to support composition. Introduction to the Cultural Fluency Language Assessment Tool (CFLAT) [<https://blogs.ubc.ca/teachingwriting/cflat/>].

Prompt: Free write and STAR editing

Reading: Gallagher, K. (2006). Chapter 3. Beyond the Grecian urn: The teacher as a writing model. *Teaching adolescent writers*, (pp. 47-72). Portland, ME: Stenhouse Publishers.

October 12

DUE: Assignment #1: Lesson plan with writing prompt, including exemplar.

Topics: Vocabulary development and improving descriptive writing. Eco-composition and enhancing environmental awareness. Working with CFLAT and strategic writing activities

Prompt: Ec(S)entric writing / Prepositional paragraphs / Collocation, colloquialism, coherence

Reading: Cremin, T. (2006). Creativity, uncertainty, and discomfort: Teachers as writers. *Cambridge Journal of Education* (3) 36, 415-433. Available online at <http://oro.open.ac.uk/9779/1/9779.pdf>

October 19

Topics: Verbal feedback on assignment #1. Moving beyond simple sentences, opinions, and content. Role of feedback in teaching writing. Reviewing different parts of speech. Creating strategies for diverse learners with widely differing levels of English fluency.

Prompt: Renga Remix

Reading: Gallagher, K. (2006). Chapter 7. Using assessment to drive better student writing. *Teaching adolescent writers*, (pp. 141-167). Portland, ME: Stenhouse Publishers.

October 26

DUE: Assignment #2: Selection of 10 writing prompts, including exemplars

Topics: Writing with Conviction. Structure and types of formal essay writing. Working with examples (c.f. reading *Georges Melliars* by Stan Brakhage) finding our passions and writing territories, risk and the inclusive classroom, supporting diverse identities, sexual orientations, cultural perspectives, and out-of-school writing practices. Practicum expectations. Finding our about writing resources and typical classroom practices. Working with student interests, student motivation,

Prompt: Letter of/with Intent

Reading: Gallagher, K. (2006). Appendixes. *Teaching adolescent writers*, (pp. 171-187). Portland, ME: Stenhouse Publishers.

Reading: Dobson, T. M. (2013). Including diverse learners. In K. James, T.M. Dobson & C. Leggo, Eds., *English in Middle and Secondary Classrooms: Creative and critical advice from Canada's teacher educators* (pp. 19-27). Toronto: Pearson Press.

November 02 School-Based Orientation Practicum (No UBC classes)

November 09 School-Based Orientation Practicum (No UBC classes)

November 16

Topics: Creating unit plans to support both language and literacy across media, genres, and subjects. Writing across media. Materiality of the text and the effect on audience and reading. Publishing as fulfillment of the writing process. Options and challenges for publishing student writing

Prompt: Writing with unusual media (i.e. steam, sparklers, sand, food, chalk)

Reading: *376 Words*. Publication by the 2014 students of LLED 367. in PDF format. Vancouver: UBC Education Students Association.

November 23

Topics: Digital literacy and classroom composition. Investigations in to process-as-product, glitch, and Transmediation, Automation of literacy, voice, and 21st Century pedagogy.

Prompt: 7-stage Panoramic Stories (bring your camera or mobile device to class)

Reading: Peña, E. and James, K. (In press). A Glitch Pedagogy: Exquisite Error and the Appeal of the Accidental. *Journal of the Canadian Association of Curriculum Studies*.

Reading: McCormick, J. (2013). Transmediation in the language arts classroom: Creating contexts for analysis and ambiguity. *Journal of Adolescent & Adult Literacy*

54(8), 579-587. http://www.jstor.org.ezproxy.library.ubc.ca/stable/41827727?seq=1#page_scan_tab_contents

November 30

Special Guest Speaker: Doctor Anthony Paré, Head, Dept. of Language and Literacy Education.

Topics: Review of academic writing, feedback, qualitative assessment and evaluation. Strategic support of individual writers. Using writing to inspire reluctant and struggling students. Interdisciplinary projects. Writing programs and writers in the community.

Prompt: TBA

Reading: Pare, A. (2009). Writing matters: Back to the future with rhetoric. *Education Canada*, 49(4), 4.

December 07

DUE: Final Projects: Self-published writing samples

Presentation day and party.

December 14

(Last day for handing in late assignments) Class will not be held.

ATTENDANCE

Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class and should notify the instructor immediately. Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. Many aspects of this course are participatory, collaborative, and require attendance in order to complete the relevant work.

ACADEMIC INTEGRITY

Academic integrity concerns the manner in which we recognize and attribute intellectual and creative resources. It is useful for students to understand issues related to intellectual property, copyright, copyleft, open access and creative commons licensing. Students at UBC are expected to follow the academic integrity guidelines as outlined in the following document:

<http://teach.educ.ubc.ca/students/policies-and-guides/plagiarism-guidelines/>

GRADING SYSTEM

Pass/Fail. "Pass" is equivalent to at least B+ (76% in UBC's standard marking system). Students who fail an assignment will be given one chance to redo the assignment. Consult with the instructor and resubmit work within a negotiated period of time.

COURSE ASSIGNMENTS

Assignment 1: One Writing-Based Lesson Plan, with Exemplar (10%)

Due Date: October 12

Assignment Description: The writing-based lesson plan is intended to provide you with feedback on creating effective lesson plans that support student language acquisition and composition skills. This lesson can be drawn from or shared with other your other methods courses and is intended for use (if the opportunity presents itself) during the orientation practicum in November. You will be expected to develop realistic lessons, that articulate the timing, hooks, content, assessment strategies, evaluation protocols, expected outcomes, extension activities and so on. It must focus on the use of a writing strategy within the context of teaching content in your specific disciplinary focus. You will receive verbal feedback on this assignment.

Assignment 2: 10 Writing Prompts, with Exemplars (40%)

Due Date: October 26

Assignment Description: You will be expected to keep a journal of writing strategies, prompts, experiments, projects, etc., some of which you merely plan or devise, some of which you undertake. These will be useful throughout your teaching career. For the second assignment you will prepare 10 writing prompts and a selection of 10 pages of your own writing, which can all be from one writing strategy, or one page developed from each prompt. WORD COUNT does not apply in this case, so although 10 pages may seem like a lot, there is no requirement to fill all ten pages with text. For the prompts, you will describe the writing strategy, its intended outcomes, specific content, formal and contextual constraints, connections to specific aspects of language acquisition, and required materials (if any). Writing prompts from the course activities that were developed and shared during class-time can be used for this assignment, but please be sure to create a writing prompt page to go with the exemplar you have created. Please post this assignment as a PDF file to the course blog, using the category "Writing Prompts". You will receive written feedback on this assignment.

Assignment 3: Published Writing Sample (50%)

Due Date: December 07

Assignment Description: The third assignment will be to perform, produce, and / or otherwise self-publish a piece of writing generated during the course. This piece of writing can be an extension / realization of an exemplar you produced for Assignment 2, or it can be a new piece of writing devised with the end-product in mind. Assignment 3 should provide you with a realized piece of writing that follows a writing process through to its completion, and can (or *should*) be used when devising and creating writing assignments for your own students. You are encouraged to use digital tools and to realize your work using non-traditional forms of media, examples of which will be discussed and or viewed in class. Please post your work to the course blog. In cases where the file size is too large, please consider your publishing options on social media or other sites, and post a link. If you have any doubts about how or where to publish your work, please consult the instructor at least two weeks prior to the due date. You will be assessed both on work and on the presentation of the work during our final class, December 07.

Note on Class Participation

The nature of the UBC Teacher Education Program is participatory. Thus students are expected to fully participate in all classes. Full participation involves coming prepared for class (completing readings and assignments/activities) and demonstrating a high level of engagement in classroom activities and discussions. A positive, respectful attitude is also expected. UBC observes respectful workplace policies and does not permit acts of verbal or physical aggression directed at individuals for any reason.

STANDARDS FOR THE EDUCATION, COMPETENCE, AND PROFESSIONAL CONDUCT OF EDUCATORS IN BC:

The assignments for LLED 367 address the following standards:

Standard 3: Educators understand and apply knowledge of student growth and development.

Evidence of competence

- Utilizing the transformative power of learning for individuals and communities.
- Being a professional who observes, discerns, critiques, assesses, and acts accordingly.
- Promoting diversity, inclusion, understanding, acceptance, and social responsibility.
- Understanding the development of youth (intellectual, physical, emotional, social, creative, spiritual, moral).

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.

Evidence of competence

- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making
- The following competencies within their practicum and other placements (or on-campus contexts):
 -selecting appropriate goals/objectives in accordance with I.R.P.s;
 -designing units/lessons that support identified goals and objectives;
 -demonstrating an understanding of current pedagogy;
 -modeling correct written and oral language.

Standard 6: Educators have a broad knowledge base and understand the subject areas they teach.

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue.

- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

Standard 7: Educators engage in career-long learning.

Evidence of competence

- Participation in, and reflections about, university and school-based professional development.
- A commitment to professional development.
- Goal setting and plans to pursue ongoing development of understandings.
- Reflection about and an ability to improve practice.