“And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt.” — Sylvia Plath

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**English 322: The Teaching of Writing**

Instructor: Jeanie M. Reynolds, PhD  
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Office: HHRA 3311  
Office Hours: by appointment

**Class Meeting Times:**  
12:30 pm - 1:45 pm TR Moore Humanities & Research Ad 1208

**Course Perspective:**  
The primary focus of this course is on writing and teaching writing in the secondary English Language Arts (ELA) classroom. We will focus on the interconnected and lifelong relationship between creativity, reading and writing and use that to build pedagogic tools for working with ELA learners. This is a writing intensive course which will engage students in creating, reading, writing, and discussion so that we may better understand the challenges faced by ELA students in the ELA classroom when they are required to write. It is my belief that teachers who actively engage in the literate processes such as writing are better able to teach those processes.

There are three interwoven strands in this course: 1) Writing ourselves, 2) Understand how/why students do/do not write (and what we can do about it), and 3) Pedagogies of writing. Course assignments and activities reflect these strands.

It is my belief that this course is strengthened by the diversity of thoughts, perspectives, and backgrounds that students bring with them. It is my goal that the diverse learning needs of students be met in and out of class. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. Please let me know if I can improve the effectiveness of this course for you or other students.

I will do my best to make this an enjoyable and worthwhile course for you, but you should know from the start that writing—or at least writing well—is hard work. There is no short cut or magic formula that will reduce the amount of time needed to do well in this course. It’s the nature of the course, I’m afraid. To learn how to teach writing, you must write. And to write more effectively you will have to write and revise often. You will be working on a paper for this course each week of the semester.

I will do my best to meet your needs in this course, but you are ultimately responsible for what you get (or don’t get) from this course. I expect that you will go beyond the parameters of what I have provided to ensure that you are working toward meeting your own educational needs. Be SELFISH. The real “test” for you is not within the confines of this course. It is how well you have down the foundational work required here at the university in order to be the teacher you WANT to be.

**Course Prerequisites and Description:**  
Prerequisite: University Reasoning and Discourse requirements must already have been met. For students seeking licensure in English, it is recommended that 321 be taken first. Many of the assignments in this course assume that you understand rhetoric (ENG 305) as well as critical approaches to literature (ENG 303). This course is designed for prospective high school English teachers and is required for “A” licensure.

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Course Objectives:
Students will be able to...

• Understand and articulate current theories and philosophies of writing processes and the teaching of writing for K-12 students. (NCTE/IRA 1; TESOL 1b, 3, 5)

• Develop and apply different modes of writing instruction to meet the needs of diverse learners (NCTE / IRA 2; TESOL 1a, 3)

• Model and share use of reading and writing for real purposes in daily life and motivate students to become lifelong writers (NCTE; TESOL 1b, 3)

• Develop multiple appropriate assessments to evaluate student writing and modify instruction (NCTE/IRA 3; TESOL 1b, 3, 4, 5).

• Integrate technology as tool for writing. (NCTE / IRA 2; TESOL 3)

• Recognize interrelationships between reading & writing. (NCTE/IRA 1; NCPTS III)

• Develop instructional approaches to writing that foster engagement and build from students’ interests, home life and culture. (NCTE / IRA 2; TESOL 2a, 2b, 3)

• Integrate writing with the reading of multiple genres and categories of texts including, but not limited to, books, picture books, periodicals, technology-based information and non-print material (NCTE / IRA 4;)

• Understand the unique needs of exceptional students, including culturally and linguistically diverse readers. (NCTE /IRA 4; TESOL)

• Design literacy interventions and writing programs that are effective in individual classrooms (NCTE/IRA 5; TESOL 1, 2, 3)

• Reflect on the why and how learning happens in the ELA classroom (NCTE; TESOL 5)

• Understand that change is constant and investigate/consider new ideas that improve teaching and learning in the ELA classroom and adapt practice based on data (NCTE, TESOL)

IRA = International Reading Association Professional Standards
NCTE= National Council of Teachers of English www.ncte.org/standards/standards.shtml
TESOL= Teaching English to Speakers of Other Languages

What You Will Need:
1. A UNCG email account with access to Blackboard (Edmodo)
2. Two texts (see below) and articles.
3. A Daybook (Mead composition notebook) and glue sticks — bring both every class.
4. One choice text to be discussed on first day


Professionalism & Academic Integrity:
Teaching is a profession and as such establishes standards and expectations for its members.
As in-service and pre-service teachers, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways we demonstrate respect:

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• Be punctual to class (See below)
• Respect others even when you disagree with them
• Be a thoughtful and reflective practitioner
• Turn all cell phones and pagers off or to a silent mode before class begins—this includes texting.

**Timeliness and Attendance:**
This class is rooted in the idea that learning takes place in a community, so active attendance is required. I know life happens, therefore, you will be allowed two absences during this course, excused and/or unexcused. **Your grade is affected by every absence.** After three absences, you will fail the class participation portion (30%) of the course. At the fifth absence, you fail the course. (each two tardies will equal one absence). If absent/late, you are responsible for acquiring work, assignments, handouts, etc. from that day, but do so on your own time. In short, be in class, be prepared, and be on time. Finally, simply taking up space in the class is NOT enough—in order to receive full participation credit, you will need to participate in a meaningful way.

**Papers Style Manual and Manuscript Requirements:**
All written work (except in-class activities and on-line posts) should be typed and reviewed for quality of content and mechanical correctness. For any written work requiring citations, students are expected to use the APA Style Manual or the MLA Style Manual.

**Need Some Help?** As a writer and a teacher of writing, you will often need a fresh set of eyes on your work. You will be required to visit The Writing Center, located in 3211 MHRA. It is for any writer at any level in the process who wants some qualified, one-on-one input on any essay for any class. Call for an appointment, 334-3125, or just drop in. This will be part of your portfolio.

**Office of Accessibility Resources & Services**
If you have any sort of disability that could affect your performance in the class or for which you need accommodation, please contact me and/or the Office of Accessibility Resources & Services at 334-5440.

**TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:**
The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

**Dispositions**
Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Teachers should show evidence of these dispositions in class:

- Reflective
- Ethical
- Inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

**Inclement Weather:**
If for any reason class is cancelled, I will post it to Blackboard no later than 8am.

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**Changes**

Teachers must be planners so it’s important to structure a course ahead of time. As writer Annie Dillard says, “A plan is a net for catching the day.” But teachers also respond to the needs and interests of her students so that any plan should be open to alterations. Should you feel that we need to spend more time on any aspect of this course, please let me know. Please don’t hesitate to email me or make an appointment to meet with me should you have any questions or concerns about our course. I look forward to our work together.

**Evaluation & Grading:**

This class is not about figuring out how to write an “A” assignment or the “A” way to read and discuss that reading; however, your success in the class is very important. This class is designed to allow you to demonstrate your success as a developing thinker, reader, writer and teacher. It is my hope that you will have opportunities to evaluate your own work and the work of others in the course. I will respond to assignments in what I believe is an appropriate manner, and I will ask you to respond to one another. I will provide detailed handouts for most assignments and grade according to the objectives and goals for both the content and the writing intensive requirements.

I view grading as an individual and noncompetitive assessment of your performance and growth through the semester. I do assign credit or a grade for each assignment so that you will be able to assess your progress through this course. I encourage you to make an appointment with me to discuss specific assignments, concerns, or questions about your grade in this course.

Grades will be earned as follows:

- 98-100 = A+
- 94-97 = A
- 90-93 = A-

- 87-89 = B+
- 83-86 = B
- 80-82 = B-

- 77-79 = C+
- 73-76 = C
- 70-72 = C-

- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 points or below

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**Major Assignments:**

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<thead>
<tr>
<th>Assignment</th>
<th>Final %</th>
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<tbody>
<tr>
<td>Postings and Participation (in-class and writing group)</td>
<td>30%</td>
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<tr>
<td>Multi-genre Project 1st Draft – 2nd Draft (minimum – must include all process work and reflection letters)</td>
<td>30%</td>
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<tr>
<td>Portfolio (must have a minimum of one first draft for every piece we do)</td>
<td>30%</td>
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<tr>
<td>Midterm conference and final exam (these are required)</td>
<td>10%</td>
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*This is tentative and will be addressed the first day of class. Our 2nd week will have a more firm breakdown.*

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