



## ***WRD 540-201 / Teaching Writing***

**COURSE OBJECTIVES:** This course is designed to introduce you to ways of teaching writing. During the quarter we will look at a variety of teaching practices and many of the theories that inform them, all of which should be useful in what it means to learn to write (and write well), in designing your own writing courses, and in becoming acquainted with the professional work of composition and rhetoric and its bearing on you, me, and our students.

**COURSE DESCRIPTION:** Although I will present topics for consideration and guide readings and discussions, this is not a lecture class. As we move through the quarter, the course will become more and more activity-oriented. I will encourage you to work together to develop useful ideas and methodologies for your own teaching. Through group demonstrations, presentations, and discussions, we will collaborate with each other to meet common challenges and generate approaches to the teaching of writing.

### **TEXTS AND MATERIALS:**

- Lindeman, Erika. *A Rhetoric for Writing Teachers*. 4<sup>th</sup> ed. Oxford: OUP, 2001
- National Research Council. *How People Learn: Brain, Mind, Experience, and School*. National Academy Press, 2000.
- Rose, Mike. *Lives on the Boundary*
- Smith, Frank. *Joining the Literacy Club*
- Straub, Richard. *A Sourcebook for Responding to Student Writing*
- Readings and materials

### **PROJECTS:**

**Literacy Narrative and Composing Process:** These two papers are designed to encourage you to take stock of where you are as a reader and writer in terms of your development, habits, and self-perceptions.

**Model Assignment, Invention, or Activity (mini-lesson) Demonstrations:** These assignments will have two parts. *Part 1* should be a short, concise model assignment or model classroom activity that would be appropriate for a writing course (ideally, college-level). It should be explicit enough to be useful to another teacher and include a list of additional materials as applicable (readings, handouts, etc.). *Part 2* should be a rationale for the model. In other words: Why should a teacher use the model, especially given what we're learning about teaching writing? How might it be effective? What should it accomplish?

**Student Writing Response and annotation** – You'll be asked to respond to a student paper, which I will provide, and write an annotation of your response.

**Classroom observations:** Because of the importance of witnessing practice-in-action, I am

arranging with members of the DePaul Writing Faculty to have you visit classrooms. At the conclusion of your observations, you'll write a short report (3-4 pages) about your visit, what you witnessed and what can be learned.

**Digital Teaching Portfolio:** This is your final project for this class and should include: a revised model assignment, a revised classroom activity, a student paper that you have responded to and annotated, your classroom observation write-up, **PLUS** a 2-3 page (double-spaced) teaching philosophy statement. In terms of digital platform for your portfolio, you can use one that you're familiar with or Digication (everyone in class is signed up for Digication and there is DePaul support for this).