Instructor: Mrs. Laura Behrens  
Office: A001D      Phone: 486-5472  
E-mail: lbehrens@angelo.edu  
Class Times and Office Hours:

Monday  
8:00-10:20 ENGL 1301T  
10:30-12:30 Office Hours  
1:30-2:30 Office Hours  
Tuesday  
8:00-10:20 ENGL 1301T  
11:00-12:15 ENGL 4322  
1:30-3:30 Office Hours  
Wednesday  
8:00-10:20 ENGL 1301T  
10:30-12:30 Office Hours  
Thursday  
8:00-10:20 ENGL 1301T  
11:00-12:15 ENGL 4322  
1:30-2:30  

Other times available by appointment 24 hours in advance  

COURSE DESCRIPTION  
4322 Teaching Writing in the Secondary Schools (3-0). A survey of best practices in teaching writing in the secondary schools, including an understanding of and practice in the Texas English/Language Arts standards in writing.  

In English 4322, students will be introduced to and experience various approaches, strategies, and processes to support writing instruction in secondary schools. They will also become familiar with the Texas state-mandated writing competencies and will deconstruct the composition tests in order to develop lessons for mastering the required competencies. The course will include extensive review of basic grammar concepts. The course will include requirements for students to teach the class.  

COURSE OUTCOMES  
Students should be able to  
- Produce substantive, professional writing in multiple formats.  
- Demonstrate proficiency in sentence structure, grammar, punctuation, and MLA format.  
- Create lesson plans with assignments which demonstrate best practices for the secondary ELA classroom.  
- Develop age-appropriate assignments and divide them into manageable tasks for students.  
- Integrate all language arts areas into substantive lesson plans.  
- Locate information and strategies for teaching.  
- Use the state objectives and assessments to develop lesson plans, teaching materials, and unit plans.  
- Create various types of assessments of student work and incorporate varied tools for evaluating student work in their lesson plans.  
- Provide and receive peer feedback.
• Access and integrate technology in planning and instruction.

ASSESSMENT OF COURSE OUTCOMES
Course outcomes will be assessed in the following ways:
• Quizzes, both announced and unannounced, and tests over material
• Evaluation of writing, lesson plans with related materials, and Thematic Teaching Unit for both content and mechanics
• Self-assessment of teaching performance
• Instructor assessment of teaching performance
• Peer assessment of teaching performance

PREPARING FOR TExES
The Texas Education Agency website offers extensive information and practice for the exam at http://cms.texes-ets.org/prepmaterials/. Students are strongly encouraged to avail themselves of this resource prior to sitting for the exam.

COURSE SUPPLIES
• 3-ring binder
• Dividers with labels
• Highlighters
• Miscellaneous materials for teaching presentation
• Digital storage that can be accessed in class or outside of class
• Access to copiers, printers, Microsoft Word or compatible program

COURSE TEXTS
Wiesel, Elie. Night. Copy suitable for annotation


ADDITIONAL COURSE REQUIREMENTS

Teaching Presentations
During the semester, each student will be required to create and present a lesson or lessons. More specific directions will be given regarding the lesson presentations. Students may wish to use materials in the ASU Curriculum Library for assistance in preparing their lessons. Students will also be required to document sources used, both from the library and elsewhere. Students should feel free to solicit my help prior to presenting. At the time of the presentation, students will be required to provide copies of all materials for each class member, as well as for the instructor.

Students should back up all computer-generated work in more than one location and prepare materials for the presentations PRIOR to arriving in class.

**No presentations will be rescheduled except by PRIOR notification of DIRE AND DOCUMENTED EMERGENCY.**

Participation in Various Roles
One of the challenges of this course will be the requirement that all students participate in different roles at different times. Sometimes, students will be in the familiar role of college student with the instructor taking the lead in developing the lesson plan, presenting information, and/ or leading
discussion. At those times, students are expected to take notes, ask questions, and participate in discussion. At other times, students will themselves be taking the role of instructor and will have responsibility for developing the lesson, creating teaching materials, leading the discussion, encouraging other class members’ participation, and assessing the lesson objectives. At other points in the semester, students will be playing the part of younger students who are in a high school classroom; that is, they will be in the position of being taught by the teacher-student for the day. On these days, the “class” will be responsible for doing what the teacher-student has planned and will be asked to evaluate the teacher-student’s lesson. A final role that students in 4322 will be required to assume is that of teaching-peer. When students are in the role of teaching-peer, they must think like teachers working with other teachers to assist each other in developing classwork that is age appropriate, clearly structured, and substantive.

Formatting
Unless otherwise instructed, work for English 4322 must be word processed and formatted according to MLA guidelines to receive full credit. This includes correct headers, headings, titles, spacing, and font (Times New Roman 12 pt. or Calibri 12 pt.). Refer to the information posted in Blackboard or Purdue OWL if you are not sure about formatting requirements.

Professional Standards for Written Work
No matter how excellent the content of an essay, report, or lesson plan, errors in sentence structure, grammar, and conventions diminish its impact. In addition, such errors call attention to themselves and detract from credibility, particularly the credibility of an English teacher. Therefore, written work for English 4322 will require professional standards of writing and will be assessed accordingly. Students must proofread carefully prior to turning in work.

Models
Student work may be used as a model for classroom instruction during this or future semesters.

ACADEMIC HONESTY
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. All work submitted must be the original work of the person submitting it, or the part taken from another author must be appropriately cited. Wholesale duplication of a unit/lesson plan from a website or from a former 4320/4322/4321 student will result in an automatic zero on the assignment. Recycling specific assignments from a previous class will result in an automatic zero as well. Certain assignments will be submitted to Turnitin and will not be graded until they appear both in Blackboard and have been submitted in hard copies.

DISABILITIES
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

GRADE DETERMINATION
Summary-Response Entries 15%
Grammar and Quizzes (announced and unannounced) 15%
Mid-Term Exam 10%
Virtual Teaching 15%
Lesson Plans and Teaching Materials 15%
OTHER FACTORS AFFECTING FINAL GRADE

Attendance
Because this is a class in which participation is crucial, more than four absences of any sort (excused or unexcused) will result in automatic failure. Being tardy for more than 10 minutes constitutes an absence, and two tardies of less than 10 minutes constitute an absence. If the class work requires you to have specific materials, failure to have the requisite materials will result in dismissal from class and being charged with an absence.

If you must be absent, consult the daily lesson plan posted in Blackboard; the lesson plans will remain posted all semester. Moreover, if you must miss a class, contact a classmate to turn in your work for you and to find out about what was covered in class and any homework assignments. In addition, you may email an assignment to me as an attachment; an emailed assignment must arrive by the time class begins.

Grades taken in class on a day you are absent cannot be made up. Late work will not be accepted.

University-related Absences
Students traveling to university-sponsored events will have the opportunity to make up work within reason (some in-class work simply cannot be made-up). The opportunity to make up work is the student’s responsibility to arrange: (1) notification must be made in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no arrangements will be made AFTER the absence; all arrangements must be made in advance, and you and I must agree upon a timetable.

A Final Word Related to Grades and Attendance
Students should feel free at any time to make an appointment to discuss grades and/or attendance with me. Dealing with a problem or concern immediately will produce a better result than letting an issue fester.

English 4322 Course Syllabus

English 4322: Teaching Writing in the Secondary Schools (3-0). A survey of best practices in teaching writing in the secondary schools, including an understanding of and practice in the Texas English/Language Arts Standards in writing.

GRADE DETERMINATION

Summary-Response Entries 15%
Grammar and Quizzes (announced and unannounced) 15%
Mid-Term Exam 10%
Virtual Teaching 15%
Lesson Plans and Teaching Materials 15%
Final Exam/Thematic Teaching Unit 30%
Total 100%

COURSE TEXTS
Wiesel, Elie. Night. Copy suitable for annotation
While the syllabus provides the basic outline for each week, daily lesson plans will indicate specific activities and homework assignments. Daily lesson plans will be posted in Blackboard each day and will remain there for the duration of the semester. Students should make a habit of checking the daily lesson plan for class activities, homework, and due dates, especially if they have been absent. The syllabus as listed below is subject to change based on class needs.

Week 1: 8/29
- Welcome
- Course Description and Syllabus – posted in Blackboard
- Academic Performance Agreement – posted in Blackboard
- Course PowerPoint
- Survey questions handouts
- Writing Assignment #1 instructions handout
- Reading: Zemelman and Daniels, Chapter 1 “The Challenge,” pp. 3-12

8/31
- Academic Performance Agreement Instructor Copy due
- Discussion of reading
- Grammar: Parts of the Sentence I
- Language Quick Reference handout
- Preview of rubrics
- Workshop: Writing Assignment #1
- Begin reading and annotating Night.

Week 2: 9/5
- Grammar Quiz #1
- Collage presentations

9/7
- Grammar: Parts of the Sentence II
- Summary-Response Entry requirements and rubric
- Workshop: Summary-Response Entry #1

Week 3: 9/12
- Grammar Quiz #2
- Discussion of chapter 2
- Workshop: TEKS continuum 8-12 – Writing and Research

9/14
- Summary-Response #1 due
- Grammar: Phrases and Their Punctuation
- Workshop: TEKS continuum 8-12 – Writing and Research
- Reading: Chapter 5 “Planning for a Writing-Centered Class,” pp. 69-76
- Summary-Response #2

Week 4: 9/19
- Grammar: Phrases and Their Punctuation
• Summary-Response #2 due
• Discussion of chapter 5
• TEA General Information and Terminology/STAAR
• Workshop: Tests and Assessments Analysis
• Reading: Chapter 7 “Time to Write: Workshops and Journals,” pp. 89-102
• Summary-Response #3
  9/21
• Summary-Response #3 due
• Discussion of chapter 7
• Workshop: Tests and Assessments Analysis
• Reading: Chapter 8 “Writing to Learn Every Day,” pp. 103-13

Week 5: 9/26
• Grammar Quiz #3
• Discussion of chapter 8
• Tests analysis and implications for teaching
• Reading: Chapter 9 “Designing Writing Activities and Assignments,” pp. 117-31
• Summary-Response #4
  9/28
• Grammar: Clauses and Apposite Punctuation
• Summary-Response #4 due
• Discussion of reading
• Modes overview
• Introduction to Essay Assignment Design assignment
• Workshop: Essay Assignment Design – prompt and grading rubric
• Reading: Chapter 10 “Prewriting,” pp. 132-46

Week 6: 10/3
• Grammar Quiz #4
• Discussion of reading
• Workshop: Essay Assignment Design – prewriting
• Reading: Chapter 12 “Drafting: Supporting Writers at Work,” pp. 164-70
  10/5
• Grammar: Simple and Compound Sentences and their Punctuation
• Discussion of reading
• Workshop: Essay Assignment Design – organization
• Reading: Chapter 13 “Revising,” pp. 171-85
• Summary-Response #5

Week 7: 10/10
• Summary-Response #5 due
• Discussion of reading
• Workshop: Essay Assignment Design – revision documents
• Reading: Chapter 14 “Peer Writing Groups,” pp. 186-95
• Summary-Response #6
  10/12
• Grammar: Complex and Compound-Complex Sentences and Their Punctuation
• Summary-Response #6 due
• Discussion of reading
• Workshop: Essay Assignment Design - editing documents

**Week 8: 10/17**
• Grammar Quiz #5
• Analysis of STAAR multiple choice questions
• Workshop: Developing multiple choice questions for writing
  10/19
• Essay Assignment Design Portfolio due
• Grammar: Fragments, Run-ons, and Comma Splices
• Workshop: Developing multiple choice questions for writing

**Week 9: 10/24**
• **Mid-term Exam**
• Workshop: Development of multiple choice questions for writing
• Review reading: “Planning in a Standards-Based Environment”

10/26
• Multiple Choice Questions due
• Discuss reading
• Introduction to Virtual Teaching Presentation
• Overview of lesson planning document
• Drawing for presentation dates
• Workshop: Virtual Teaching Presentation

**Week 10: 10/31**
• Workshop: Virtual Teaching Presentation
• Reading: “Assessment”
• Summary-Response #7
  11/2
• Summary-Response #7 due
• Discussion of reading
• Virtual Teaching Presentation
• Overview of requirements for Thematic Teaching Unit
  11/3 = Last day to drop or withdraw from the university

**Week 11: 11/7**
• Virtual Teaching Presentation
• Workshop: Virtual Teaching or Thematic Teaching Unit
  11/9
• Virtual Teaching Presentation
• Workshop: Virtual Teaching or Thematic Teaching Unit

**Week 12: 11/14**
• Virtual Teaching Presentation
• Workshop: Virtual Teaching or Thematic Teaching Unit
  11/16
• Virtual Teaching Presentation
- Workshop: Virtual Teaching or Thematic Teaching Unit

**Week 13: 11/21**
- Virtual Teaching Presentation
- Workshop: Virtual Teaching or Thematic Teaching Unit
  - 11/23
    - Thanksgiving Holiday

**Week 14: 11/28**
- Virtual Teaching Presentation
- Workshop: Virtual Teaching or Thematic Teaching Unit
- TExES Preview
  - 11/30
  - Virtual Teaching Presentation
  - Workshop: Virtual Teaching or Thematic Teaching Unit

**Week 15: 12/5**
- Workshop: Thematic Teaching Unit
  - 12/7
  - Workshop: Thematic Teaching Unit

**Week 16: 12/12**
- Final Exam – Tuesday, 12/12 10:30-12:30