**ENGL 301**

**Writing and the Teaching of Writing**

**Spring 2023 Dr. Joyce Rain Anderson**

**MWF 11:15-12:05 Tillinghast Hall 320**

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**Office/Student Hours: M 10:00-11:00 (RSU 101)**

**W 8:30-9:30 (Zoom)**

**F 8:30-9:30 (Zoom)**

**COURSE DESCRIPTION**  
Welcome to ENGL 301 a course is designed to help prospective teachers develop a personal and professional sense of what they want their writing/reading classrooms to look like. In this class, we will read and write about current research and theory in Composition Pedagogy and literacy instruction; examine the ELA classroom, past and present; explore and critique the rules, regulations, and requirements placed upon you as teachers today; observe the needs of all students as we help them become thoughtful readers and writers themselves. In seeing ourselves as teachers, it is important to reflect on our own experiences as students, so we will also examine our own literacy practices experienced as students and in our personal lives as these experiences impact your future classroom as a teacher.

By nature, the field of rhetoric and composition is collaborative. You will find that my colleagues and I share much in how we teach these courses, so there are assignments that are shared by us. Yet, we also may have our own preferences for particular theories and pedagogies. While we dig into these theories and the pragmatics, we will engage in literacy practices. You may end up using some of these in your own classes as you develop a repertoire of strategies and begin collecting materials that will follow you in your professional career.

My hope is that the course will be engaging and useful. I look forward to working with you all.

**COURSE MATERIALS**

All readings will be available on my website: [www.joycerain.com](http://www.joycerain.com)

BSU email will be used to communicate with you, so please check it regularly.

**COURSE OBJECTIVES**  
By the end of this course you will:

* Identify and interrogate the culture of the writing/reading classroom in the United States today,
* Compare and contrast various theories of literacy and composing,
* Identify the challenges and joys of teaching reading/writing to all students,
* Design meaningful reading/writing assignments that inculcate these theories of reading, writing, and inclusiveness,
* Design meaningful assessments of these assignments that demonstrate these theories of reading, writing, and inclusiveness,
* And, finally, begin to develop a professional persona in a reading/writing teaching portfolio.

Class Assignments and Projects (More information forthcoming)

Critical Responses

Partner Profile

Literacy Narrative

Teacher Interview

Mentor Text Zine

Working with Diverse Populations

**Evaluating Your Work:** I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements, demonstrating clear and critical thinking, and going above the ordinary. Below is a rough scale for the components of the course:

15% Responses Unless you have a strong reason, no late responses will be accepted. If the responses are less than a page (500 words) or do not show evidence of thoughtful response, they will not receive full credit.

10% Partner Profile

15% Literacy Narrative

10% Mentor Text

25% Teacher Interview

25% Final Project and Course Reflection Project: Your final project and presentations as well as your course reflection will constitute this grade.

**Attendance, Academic Honesty, Relationships to Each Other, and Suggestions**

1. In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility that make up our relationships. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.

2. You should make every effort to be on time. After four missed classes (equally two weeks), your grade will be affected; miss six classes and do not expect to pass the course. Please take the class seriously through your attendance and participation; it makes the atmosphere better for all of us.

3. Plagiarism—we all know that this is intellectual theft. Bottom line, don’t do it. It’s a serious offense that could not only jeopardize your grade, but has other serious consequences. This is a link to BSU’s Academic Integrity Policy: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

4. Please let me know if you have a preferred name or preferred pronouns. I will expect the class to respect your preferences.

5. Special Accommodations: Any student who needs special accommodations due to a documented disability must register with Student Accessibilities Services (SAS) in the Academic Achievement Center (Maxwell Library, ground floor). A letter will be provided for you which needs to be delivered to me before the add/drop period. At that time, we can discuss your specific needs [Student Accessibility Services | Bridgewater State University](https://www.bridgew.edu/academics/academic-achievement/student-accessibility-services)

6. For students who need support with other needs:

[Student Crisis Information | Bridgewater State University](https://www.bridgew.edu/student-crisis-information)

[Academic Resources | Bridgewater State University](https://www.bridgew.edu/academics/academic-resources)

7. Feel challenged—one of the great things about this work is that we are still breaking some new ground. While the reading load is very heavy, there is still so much more. If you find something that looks interesting, bring it in or discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.

8. Talk to me—I make myself available in multiple ways. Let me know if there are any issues before they grow.

9. Have a sense of humor.

10. Take risks

**TENTATIVE SCHEDULE: This schedule will certainly change and be added to as we get to know one another and see what the needs are for**

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| **WEEK 1**  **Jan 18 & 20** | **W--** Class Introductions—who are we? Our stories  For next class: write down some info for your profile to share  **F--** Writing about your reading/writing experiences/Partner Profiles  For next class: Read the 1975 “Why Johnny Can’t Write” Write a one-page response and bring to class. Read the syllabus |
| **Week 2**  **Jan. 23, 25, &27** | **M—**Questions/Comments on syllabus. Discuss reading. Partner Profiles.  For next class: Locate and read any version of “Why Students Can’t…”  **W—**In groups, compare versions of “Why”. What does this tell us about how the ELA classroom has evolved over time?  For next class: In *Bad Ideas* read “America Is Facing a Literacy Crisis” and “What No Bedtime Story Means” How do these relate to “Why…” articles? Take notes and be prepared to discuss.  **F—** Discussion of readings. What is a Literacy Narrative? Literacy narrative assignment.  For next class: Read “Coming into Language” take notes and be prepared to discuss. Also make notes for your literacy narrative. Work on Partner Profiles to share on Monday. Find a photo of yourself to share. |
| **Week 3**  **Jan 30, Feb 1&3**  Partner Profiles due this week along with a photo. | **M—** Share drafts on Partner Profiles. Discussion of readings  Catching up with literacy readings and samples of literacy narratives.  For next class: Draft Literacy Narrative Read Freire  **W—**Discussion of reading and sharing drafts  For next class: Revise literacy narrative drafts. Read “Coming into Language.”  **F—**Discussion of drafts and reading  For next class: Revise Literacy narrative for peer review (bring 2 hard copies) |
| **Week 4**  **Feb 6. 8, & 10** | **M—**Why do Peer Review?Peer Review of Literacy Narrative.  For next class: Read “Excerpts from *Naming What We Know.* Take notes and be prepared to discuss.  **W—**Discuss Readings  For next class: Revise Literacy narrative to turn in.  **F—**Literacy narratives due. Further discussion of readings.  For next class: Read “What Do We Talk about When We Talk about Composition?” and “Teaching of Writing…”. Take notes and be prepared to discuss. |
| **Week 5**  **Feb 13, 15, & 17** | M—Discuss readings. Teacher Interview Assignment (Alumni teachers)  For next class; Read “Snapshot”  W—Discuss reading. Develop questions for Teacher Interview  F—For next class: because we will have only one class next week, you should arrange your Teacher Interview. Please be mindful that this is likely their vacation week. Read for Friday, 2/24 chapters 1-3 in Constance Weaver’s *Grammar to Enrich and Enhance Writing* Take notes and be prepared to discuss. |
| **Week 6**  **Feb 20\*, 22\*, & 24** | **M—**Holiday, so no class  **W—**I have to attend a retreat today, so no class today  **F—**Discussion of Weaver |
| **Week 7**  **Feb 27, Mar 1&3** | **M—**Check-in for Teacher Interviews; continued discussion of grammar  For next class: Read “Teachers, AI Grammar Checkers, and the Newest Literacies” Take notes and be prepared to discuss.  **W—**Discuss Readings; share Teacher Interviews  **F—**Discussion of Mentor Text Assignment  For next class (after break). Polish your Teacher Interview assignment. Make a list of ten books that have had an impact on you. |
| **Week 8**  **Mar 6, 8, & 10** | SPRING BREAK—ENJOY and be safe |
| **Week 9**  **Mar 13, 15, & 17** | **M—**Workshop Teacher Interview. Discuss Mentor texts. For next class: In *Bad Ideas,* read pp209-225 on the five-paragraph essay.  **W—**Discussion of readings. For next class: Write draft of Mentor Texts and bring to class  **F—**Sharing Mentor Texts. Revise Teacher Interview to hand in. |
| **Week 10**  **Mar 20, 22, & 24** | **M—**In-class work on responding to student writing. For next class: Read in *Bad Ideas*—pp82-86 and 93-99  **W—**Discussion of readings. For next class: read “Language Identity, Social Equity.” Take notes and be prepared to discuss.  **F—**Discuss reading. Turn in Mentor Text. For next class: read “Third Space Writing,” and “Code Switching and Texting” |
| **Week 11**  **Mar 27, 29, & 31** | **M—**Discuss readings. For next class: red in *Bad Ideas* pp301-316 on texting and writing.  **W—**Discussion of readings. Discussion of Teaching in Diverse Populations Project. For next class: Find some resources on working with diverse populations  **F—**Sharing resources For next class: read “Family Writing Project” and “Multimodal Composing” |
| **Week 12**  **Apr 3, 5, & 7** | **M—**Discussion of readings. Brainstorming projects.  For next class: read 21st Century  **W—**Discussion For next class: read  **F—**Discussion For next class: read |
| **Week 13**  **Apr 10, 12, 14** | **M—** Discussion For next class: read  **W—** Discussion For next class: read  **F—**Discussion For next class: read |
| **Week 14**  **Apr 17\*, 19, 21** | **M—**Holiday, so no class  **W—** Discussion For next class: read  **F—**Discussion For next class: read |
| **Apr 24, 26, & 28** | **M—** Presentations  **W—** Presentations  **F--** Presentations |
| **Week 16**  **May 1** | **M—**Last Class |
|  | May 2 Reading Day May 3-10 Finals Final Portfolio Due May 9 |
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