

ENGLISH 345  
WRITING WORKSHOP FOR INTEGRATED LANGUAGE ARTS MAJORS  
SYLLABUS AND COURSE REQUIREMENTS  
DR. NANCY MACK

**1. DESCRIPTION OF THE COURSE:**

The purpose of this course is to familiarize you with two sets of classroom practices: the writing process and writing workshop. Rather than listening passively to lectures about these topics, you will participate in these classroom procedures by authoring several pieces of writing, including memoir, poetry, non fiction, and fiction.

The course begins by focusing on the complete writing process through which you will start many more pieces of writing than you will complete. You will prewrite, revise, proofread, and artistically publish poetry. From model lessons, you will learn how to start a writing workshop class and how to adapt this pedagogy for full student participation and success. During the revision process you will review literary language terminology frequently tested on PRAXIS II, the required test for licensure, and OGT, Ohio Graduation Test. You will demonstrate your knowledge of the writing process and literary language by producing an outline of a poetry lesson plan.

The majority of the term will be spent in a writing workshop setting, creating a multigenre folklore report about a family member, peer group, or local community. According to workshop pedagogy, your project will contain several genres about a topic of your choice. Since the research paper can dominate the language arts classroom and lead to rampant plagiarism, you will learn how a multigenre report can make better use of primary and secondary sources.

At the end of the term, you will critique ineffective methods of grammar instruction and will experience methods that teach these skills in the context of meaningful writing. Instead of quizzes and tests, you will produce a grammar minilesson for your classroom.

The goal of this class is to share innovative classroom practices that can engage students joyfully in meaningful writing experiences. Your learning experience this quarter will involve a large amount of writing. A piece of writing will be due almost every class meeting. You will need to arrange your life accordingly in order to keep up with this demanding pace. Prepare family and friends for your new schedule. Hopefully, you will leave this class with confidence in yourself as a writer and a teacher of writing.

**2. TEXTS:**

Nancie Atwell. In the Middle: New Understandings about Writing, Reading and Learning. SECOND EDITION 1998 Heinemann.

Tom Romano. Writing with Passion: Life Stories, Multiple Genres. 1995 Heinemann.

Mack, Nancy. Teaching Grammar with Playful Poems: Engaging Lessons with Model Poems by Favorite Poets That Motivate Kids to Lean Grammar. 2005 Scholastic.

Other books that you should own but are **not required** for this course:

A dictionary, an indexed thesaurus, and a usage handbook such as A Pocket Style Manual by Diana Hacker.

Constance Weaver. Teaching Grammar in Context. 1996 Heinemann.

### 3. MAJOR ASSIGNMENTS:

A. Writing Assignments During the term you will complete several different writing assignments. Many of these will be self-selected, contracted, and negotiated projects. Your pieces of writing should be teacher models that you could use in your future classroom.

B. Teaching Materials You will complete a poetry and a grammar lesson plan outline.

C. Process and Showcase Portfolios Each of the three times that you hand in a major assignment for a grade, you should turn in all of the papers that you used during your writing process. In this class you get credit for all of your hard work. All of your rough work will receive draft points that will be tallied up at the end of the quarter as part of your final course grade. Your prewriting, drafts, and revisions are your Process Portfolio. Your Showcase Portfolio is your final copy published on special paper of some sort. Your folder's contents will be evaluated twice, once as a process and once as a showcased product.

Please place all of your work for each assignment in one folder to turn in to me. You may use a folder with pockets or a manilla file folder if you wish. Remove the previous pieces and rough drafts from your folder before you turn in each new paper. Save each polished piece and all rough drafts. An assignment will be considered late if it is not handed into me at the beginning of the class period. I do not accept E-mailed assignments. Putting assignments in my mailbox or under my office door involves the risk that they may become lost. You should make a copy of any paper that is not handed into the instructor during class time in case there is a problem. Papers are to be turned in on time. Your grade will be significantly lowered if your paper is turned in late.

D. Quote Cards Your reading journal entries will be written on filing cards and will be turned in periodically.

E. Self-Evaluations After each major assignment, you will be assigned to do an informal response journal entry. Some entries will be done quickly inside of class while others will be more extensive take home assignments.

### 4. GRADES:

**A. Grade Percentages**

## SHOWCASE PORTFOLIOS

First (Memoir Poetry)	20%	Due Week Three
Second (Multigenre Report)	50%	Due Week Nine
Third (Grammar)	20%	Due Finals Week

## PROCESS PORTFOLIOS POINTS

Quote Cards	5%	Due Daily
Rough Draft Points and Self Evaluations	5%	Due Daily

B. **Writing Problems** You can receive help at the Writing Center. If you have not visited the Writing Center at Wright State University, you owe yourself a trip to the basement of the library because our writing center is one of the best ones in the nation. The **Writing Center** can give you free tutoring on any paper that you need to write while you are here at WSU. You can make an appointment, call the Writer's Hotline (775-2158), or E-mail the web site.

C. **Evaluation** For daily assignments, you will receive **points** that will become 25% of your grade. For major written assignments, you will receive a grade sheet listing the primary traits that you will be expected to demonstrate in your work. I will evaluate each skill and give you a page of written comments with a **letter grade**.

D. **Incompletes** Incompletes are rarely given for this class. If you feel that there are compelling circumstances to warrant an incomplete, contact the instructor **before** the end of the quarter to make arrangements.

E. **Plagiarism** Wright State has a clear plagiarism policy on the university web site that you should read. As a future teacher, you should realize that you should never, ever plagiarize, no matter how stressed you are. Ask for an extension before you put your whole career at risk. Copying anything from the internet is plagiarism.

**5. BASIC POLICIES:**

A. **Attendance** **Regular attendance is expected. Poor attendance will lower your final grade.** This is not a correspondence course. Participating in discussion groups is essential to your grade. Just doing the assignments and coming to class now and then is not enough. Missing one class will be equal to missing half a week's worth of work. If you have more than two absences, you should drop the class because you are at risk for failing the course. I refuse to judge one excuse as more valid than another. If you need to leave class early or if you need to come to class late frequently, you should drop the class and take it another quarter.

If you have to be absent, you should contact another student on the phone list before the next class period so that you can find out what you have missed. This way you can come to class with the work that was assigned while you

were absent.

B. **Class Cancellation** Since Wright State rarely closes, we need a system for deciding when the weather is too bad for you to come to class. Rather than trying to call each one of you, I will follow the closing announcement for Sinclair University. So if the weather is bad, watch TV channels 2, 22, or 7 or listen to the radio for an announcement. I may be absent due to presentations at state and national conventions.

C. **Future Use of Your Work** I like to use real student papers as good examples in class. I also use student writing in workshops, conference presentations, and academic articles about teaching. I will make an effort to contact you if I publish your writing in a book or on the web. If you do not want your writing published or shared in a future class, please notify me in writing on your cover sheet. You will not be paid for your writing, but such a publication could be listed on your resume`. In addition, the work that you do this quarter will be utilized for your teacher portfolio that will be created in the ILA Capstone course. These materials will be important for job interviewing, Praxis III, and national licensure purposes.