**Term Information**

<table>
<thead>
<tr>
<th>Effective Term</th>
<th>Autumn 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previous Value</strong></td>
<td>Summer 2012</td>
</tr>
</tbody>
</table>

**Course Change Information**

What change is being proposed? (If more than one, what changes are being proposed?)

Change credit hours to be variable 2-3, correcting system to reflect flexible scheduling.

What is the rationale for the proposed change(s)?

This course is taught every summer as a flexibly scheduled course. It is done in compressed format for secondary teachers, and 2 credit hours more accurately reflects the meeting pattern. However, the faculty would like to maintain the 3 credit hours for offering during regular academic terms.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

**General Information**

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Education: Teaching &amp; Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Unit/Academic Org</td>
<td>School of Teaching &amp; Learning - D1275</td>
</tr>
<tr>
<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
</tr>
<tr>
<td>Level/Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Course Number/Catalog</td>
<td>7371</td>
</tr>
<tr>
<td>Course Title</td>
<td>Teaching Writing in the Secondary School</td>
</tr>
<tr>
<td>Transcript Abbreviation</td>
<td>Teaching Writing</td>
</tr>
<tr>
<td>Course Description</td>
<td>Designed to assist teachers' understanding of writing development and writing assessment in order to develop process-oriented approaches to writing instruction.</td>
</tr>
<tr>
<td>Semester Credit Hours/Units</td>
<td>Variable: Min 2 Max 3</td>
</tr>
<tr>
<td><strong>Previous Value</strong></td>
<td>Fixed: 3</td>
</tr>
</tbody>
</table>

**Offering Information**

<table>
<thead>
<tr>
<th>Length Of Course</th>
<th>14 Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibly Scheduled Course</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Previous Value</strong></td>
<td>Never</td>
</tr>
<tr>
<td>Does any section of this course have a distance education component?</td>
<td>No</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Repeatable</td>
<td>No</td>
</tr>
<tr>
<td>Course Components</td>
<td>Lecture</td>
</tr>
<tr>
<td>Grade Roster Component</td>
<td>Lecture</td>
</tr>
<tr>
<td>Credit Available by Exam</td>
<td>No</td>
</tr>
<tr>
<td>Admission Condition Course</td>
<td>No</td>
</tr>
<tr>
<td>Off Campus</td>
<td>Never</td>
</tr>
<tr>
<td>Campus of Offering</td>
<td>Columbus</td>
</tr>
</tbody>
</table>
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 970.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1205
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• Understand that composing is a process that covers a wide range of processes, functions, purposes, rhetorical situations, and categories of discourse
• Display a broad view of what constitutes texts including both print and non-print media, and demonstrate an understanding that technological advancements change both what is considered as a text and how text is prepared
• Understand that people write for a broad array of purposes, in widely varying contexts, including, but going well beyond, school
• Understand that there are multiple positions or orientations for approaching writing instruction and that many of these are valid in certain contexts and in relation to students’ needs and backgrounds
• Understand conceptually and practically how to plan and enact writing instruction using “instructional scaffolding”
• Understand authentic ways of assessing students’ writing and learning
• Work collaboratively to learn about writing instruction and to support one another’s growth as teachers and learners
• Complete readings about writing instruction, and be prepared to teach and learn from one another
• Develop assignments and conduct assessments that are authentic and educative
• Develop scoring rubrics that reflect your goals for students in these assessment tasks
Content Topic List

- History of and Goals for Writing Instruction
- Designing and Sequencing Writing Assignments
- Teaching Literature-Related Writing
- Responding to and Evaluating Writing
- Audience in Writing Instruction
- Writing Instruction, Diversity & Equity
- Documenting Students’ Growth as Writers
- Assessment & Evaluation of Writing
- Teaching the Craft of Writing
- The Role of Grammar in Written Composition
- Joining the Profession and Becoming a Teacher Leader

Attachments

- EDUTL7371 Teaching Writing in the Secondary School.doc: 2 credit syllabus
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by GSC. (by Mercerhill,Jessica Leigh on 03/05/2014 11:14 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>01/17/2014 01:55 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>03/05/2014 11:14 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L.</td>
<td>03/05/2014 11:14 AM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Warnick,Bryan R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Odum,Sarah A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zircher,Andrew Paul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructors: VanDerHeide, Brent Goff, Larkin Weyand and George Newell

EDU T&L 7391 – Teaching Writing in the Secondary School, 2 Graduate Semester Credit Hours

Overview of Course

The course focuses on the teaching of argumentative writing. Students read scholarship on the teaching of argumentative writing, engage in writing argumentative essays themselves, and planning instructional units for teaching argumentative writing.

Course Objectives/Learning Outcomes

• To acquire in-depth knowledge of the teaching of argumentative writing;
• To become familiar with research on the teaching of argumentative writing;
• To learn more about the teaching of argumentative writing by participating in dialogue, discussion, and demonstration projects with other teachers.

Course Requirements

Attendance and participation. Students are expected to attend each class session. No absences are permitted without permission of the instructor.

Course readings: Students are expected to read all assigned articles prior to the designated date for discussion.

Essay Defining Argumentative Writing. Each student will write an essay defining and defending a definition of argumentative writing, incorporating course readings.

Presentation on Instructional Strategy related to Argumentation. Each student will make a 15 to 20 minute presentation on an instructional activity supporting students’ learning of argumentative writing.

Instructional Unit on Argumentative Writing. Each student will compose an instructional unit on argumentative writing that can be used in her/his classroom next year.

Common Readings
Recommended Readings


Grading

Participation .................................................. 25%
Argumentative Writing Essay .............................. 25%
Presentation on Argumentation ............................ 25%
Instructional Unit ............................................ 25%

Total 100%

Final grades will be determined based on the following:
A  94-100%  C+  77-79%  E  63% and below
A-  90-93%  C  74-76%
B+  87-89%  C-  70-73%
B   84-86%  D+  67-69%
B-  80-83%  D  64-66%

Course Schedule
(Each morning will involve a writing exercise requiring development of an argument)

Day 1 Morning
   Overview of Argumentation and Argumentative Writing
   Toulmin’s model of argumentative writing.
   Teacher Writing.

Day 1 Afternoon
   Toulmin’s model of argumentative writing (continued).
   Overview of instructional approaches to argumentation

Day 2 Morning
   Epistemologies of Argumentation
   Teacher Writing.

Day 2 Afternoon
   Social and Cultural Aspects of Teaching & Learning Argumentation
   Presentation on Instructional Strategy.

Day 3 Morning
   Rationalities
   Teacher Writing.

Day 3 Afternoon
   Instructional Conversations and Argumentation
   Presentation on Instructional Strategy.
Day 4 Morning  
Consensus and Argumentation  
Teacher Writing.

Day 4 Afternoon  
Collaborative Learning and Argumentation  
Presentation on Instructional Strategy.

Day 5 Morning  
Argumentation, Democracy, and Community  
Teacher Writing.

Day 5 Afternoon  
Evaluating Argumentative Essays  
Presentation on Instructional Strategy.