

University of Arkansas – Fort Smith
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General Syllabus

ENGL 3303 Writing and the Teaching of Writing

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator's Preparation Program (EPP)

Prerequisite or corequisite: ENGL 2113 Introduction to Literary and Cultural Studies; RHET 3203 Textual Research Methods; or consent of the director of English teacher licensure program.

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description

Practical application of current pedagogical approaches to teaching writing, grammar, and language awareness; using knowledge of theory, research, technology, and practice in composing individual and collaborative texts. Conventional and unconventional approaches to language acquisition, including current trends, issues, and research in teaching language awareness to native and second-language English learners.

B. Additional Information – None

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Content Knowledge: Demonstrate knowledge of English Language Arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
 - a. Compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.
 - b. Use contemporary technologies and/or digital media to compose multimodal discourse.
 - c. Demonstrate knowledge of the conventions of the English language as related to various rhetorical situations (grammar, usage, and mechanics).
 - d. Demonstrate an understanding of the concept of dialect and a familiarity with relevant grammar systems (e.g., descriptive and prescriptive).

- e. Demonstrate an understanding of principles of language acquisition.
 - f. Demonstrate an understanding of the influence of English language history on ELA content.
 - g. Demonstrate an understanding of the impact of language on society.
 - h. Demonstrate knowledge about how adolescents compose texts and make meaning through interaction with media environments.
2. Content Pedagogy: Planning Composition Instruction in ELA: Plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
- a. Use knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies.
 - b. Reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
 - c. Design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
 - d. Respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.
 - e. Design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in context of students' writing for different audiences, purposes, and modalities.
 - f. Design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

B. University Learning Outcomes (ULOs)

Analytical Skills

Critical Thinking Skills: Students will use critical thinking skills to identify problems/issues and develop solutions/analysis. Students will analyze a variety of texts for their rhetorical and/or literary features, as well as analyze the rhetorical situation to which the texts they produce respond.

Communication Skills (written and oral)

Students will communicate proficiently. Students will practice communication skills through discussions, presentations, and a variety of required written assignments.

Ethical Decision Making

Students will model ethical decision-making processes. Students will practice critical response to the writing of others, responsible use of research materials and intellectual property, and the ethical use of persuasion.

Global & Cultural Perspectives

Students will reflect upon cultural differences and their implications for interacting with people from cultures other than their own. Students will analyze the rhetorical situation, produce texts for a variety of audiences, and avoid the use of biased language.

III. Major Course Topics

- A. Understanding young adults and their Language and Grammar Awareness
 - 1. Brief overview of language origins, linguistics and grammar
 - 2. Language and society: Dialects, standards, taboos, slang, jargon
 - 3. Current issues and research in teaching language and grammar awareness
 - 4. Language acquisition: Native language acquisition, second-language acquisition
 - 5. Grammar, usage, and mechanics: Review of traditional, structural, and unconventional approaches to teaching grammar and language awareness
 - 6. Designing instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes
- B. Content Knowledge: Composition
 - 1. Composing a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose
 - 2. Developing knowledge about how adolescents compose texts and make meaning with various texts
 - 3. Developing an understanding of the various genres of composition and the recursive writing process
 - 4. Using contemporary technologies and/or digital media to compose multimodal discourse
 - 5. Responding to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time
 - 6. Developing a familiarity of state and national standards for writing instruction
- C. Content Pedagogy: Planning Composition Instruction in ELA
 - 1. Using knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences
 - 2. Designing a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory
 - 3. Designing instruction related to the strategic use of language conventions in the context of students' writing for different audiences, purposes, and modalities
 - 4. Designing instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes
- D. Major course assessments (and other assignments at instructor's discretion)
 - 1. Philosophy of teaching grammar, language, and writing
 - 2. Research pedagogical/theory critical essay (10-15 pages)
 - 3. Conceptual unit (min. 3 lessons)