

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; or ENGL 3663 English Grammar; or consent of the director of English teacher licensure program.

Effective Catalog: 2023-2024

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.

II. Student Learning Outcomes

A. Subject Matter

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

1. Content Knowledge

Compile knowledge and theoretical perspectives of composition and language that foster inclusive learning environments for all students.

- a. Analyze and apply knowledge and theoretical perspectives of the relationships among form, audience, context, purpose, and mode by composing and curating a range of texts.
- b. Analyze and apply knowledge and theoretical perspectives of language, language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations.

2. Content Pedagogy

Extend and apply knowledge of theories, research, and composition to plan coherent, relevant, standards-aligned, differentiated, anti-racist/anti-bias instruction and assessment.

- a. Demonstrate and apply knowledge of contemporary technologies used to create diverse modes of composition
- b. Plan instruction related to the strategic use of language conventions, grammar systems, and the impact of languages on society in various rhetorical situations and diverse audience and purpose
- c. Design a range of diverse assessments that respond to student composition in process and finished texts
- d. Create a comprehensive instructional unit reflective of the elements and processes of composition and language, that include theories, research, standards-alignment, anti-racist/anti-bias differentiated instruction and assessment.

B. University Learning Outcomes (ULOs)

Analytical Skills

Critical Thinking Skills: Students will 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. Content Knowledge: Composition

1. Composing a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose
2. Applying knowledge of language, conventions, dialect, grammar systems, and the impact of languages on society in various rhetorical situations
3. Using contemporary technologies and/or digital media to compose multimodal discourse
4. Responding to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time

5. Developing a familiarity of state and national standards for composition instruction
- B. Content Pedagogy: Planning for Composition Instruction in English Language Arts
1. Using knowledge of theory, research, and practice in English Language Arts to plan standards-aligned, differentiated, anti-racist/anti-bias, 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
- C. 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)