

**English 220/Education 219:  
Writing in Theory, Writing in Practice: The Study of the Teaching of Writing**

**Spring 2007**  
**Tues/Thurs 11:30 – 1:00**  
**ghemmete@brynmawr.edu**

**Gail Hemmeter**  
**English House 204, ext. 5301**  
**Office Hours: T/Th 10:30-11:30 and by**  
**Appointment**

**Course Objectives:**

- To introduce you to principles of writing theory and pedagogy as well as to issues in composition studies
- To give you the opportunity to put into practice your developing knowledge of writing pedagogy in tutoring or classroom situations
- To train you as an effective reader of student writing
- To enable you to reflect on your own writing habits, your own writing process, and to improve as a writer

**Praxis Course:** Bryn Mawr's Praxis Program offers students the opportunity to extend the sites of learning into the community and to investigate the juncture between their academic knowledge and real-world practice. This is an especially useful goal for an undergraduate course in the teaching of writing, where students are not yet employed in a teaching capacity and thus would otherwise lack the chance to put newly-learned skills into practice. As a part of this Praxis I course, you will be required to spend, for ten weeks, one morning or afternoon each week serving as a writing tutor or writing consultant in a writing classroom or writing program, most likely in a school setting. The Praxis component of this course will require about four hours a week of your time, and your placement will be coordinated to your academic schedule. More information about site placement and transportation, as well as training, will be forthcoming in the next few weeks. Work at the off-campus sites will begin the week of February 11.

Coordinating and facilitating your praxis assignments will be Julie Zaebst, a Praxis coordinator. She will visit our class briefly on the first day of classes and again in the next few weeks to orient you to your off-campus placements, and she'll meet with you individually to discuss the placement that is most appropriate for you. She'll provide her contact information when she visits our class.

## Requirements:

1. Regular attendance and active participation in class discussion, exercises and group work.
2. Completion of the Praxis component: approximately ten weeks of tutoring at a placement site.
3. Praxis Writing: Instructions will be forthcoming.
4. Two 5-page papers (topics and due dates to be announced) and a 12- to 15-page final writing project combining writing theory and pedagogy.
5. A short grammar or style lesson presented to the class.
6. Responsibility for periodically leading discussion of reading assignments.
7. A workshop-style presentation to the class, 30 minutes in length. Depending on class enrollment, this requirement may be done in groups.

## Required Texts:

**Most readings are posted on the class Blackboard site. Please download, print, and bring to class a copy of each day's readings.**

A few readings will be distributed as handouts.

You'll also need a writing handbook of your choice. Diana Hacker's *A Pocket Style Manual*, required in Csem 001, is a good choice. If you don't have Hacker, see me.

## Grades:

Your final grade will be calculated as follows:

Two 5-page papers	10% and 15% respectively =	25%
Final project		30%
Workshop/Presentation		15%
Praxis Writing		10%
Class Participation (includes grammar lesson)		20%

## English 220/Education 219: Teaching of Writing

All readings can be found in the course packet, with the exception of those labeled “Handout,” which will be distributed in class. A few more readings may be assigned as the semester progresses, to be determined by the nature and direction of the discussion.

### Praxis and the Writing Process

Tues., 22 Jan

#### Introduction to Eng. 220/Ed 219 and Praxis Component

Thurs., 24 Jan.

#### Authority and Writing Pedagogy

What is Good Writing? Thinking like a teacher: Exercise in responding and grading  
Description of Praxis Placement, Julie Zaebst

Tues., 29 Jan.

#### Paradigm Shift in Teaching Writing

Bain, Alexander, excerpts  
Williams, Terry Tempest. “Why I Write.” *Writing Creative Nonfiction*. Eds. Carolyn Forché and Philip Gerard. Cincinnati: Story Press. 2001  
Hairston, Maxine. “The Winds of Change: Thomas Kuhn And The Revolution in the Teaching of Writing.” *College Composition and Communication*. 33 (February 1982): 76-88.

#### \*\* Individual Meetings with Julie Zaebst This Week\*\*

Thurs., 31 Jan.

#### Key Concepts and Philosophies

Murray, Donald. “Teach Writing as a Process not Product.” *Cross-Talk in Comp Theory*. Ed. Victor Villaneuva. Urbana: NCTE. 1997. 3 – 7.  
Elbow, Peter. Selections from *Writing With Power*  
Flower, Linda and John R. Hayes. “A Cognitive Process Theory of Writing.” from *Cross-Talk in Comp Theory*. 251-277.

Tues. 5 Feb.

Scribner, Sylvia. “Literacy in Three Metaphors  
Rose, Mike. “I Just Wanna Be Average.” *Teaching Composition*. Eds. T.R. Johnson and Shirley Morahan. Boston: Bedford/St. Martin’s. 2002. 18-38.  
Pratt, Mary Louise. “The Art of the Contact Zone.” *Ways of Reading*. Eds. David Bartholmae and Anthony Petrosky. Boston: Bedford/St. Martin’s. 22-35.

Thurs., 7 Feb

#### Praxis Orientation, Julie Zaebst

Tues. 12 Feb

**\*\*\*\* Week of Feb. 10: Praxis Begins \*\*\*\***  
**Tutoring Strategies: Guiding the Writing Process**

- Gilmartin, Katie. "Working at the Drop-In Center."  
*Working with Student Writers*. Eds. Joanne M.  
And Leonard A. Podis. New York: Peter Lang,  
1999. 17-21.
- Tobin, Lad, "Productive Tension in the Writing  
Conference." *To Compose:  
Teaching Writing in High School and College*.  
Ed. Thomas Newkirk. Portsmouth, NH: Heineman,  
2000. 17-21.
- Murray, Donald. "Teaching the Other Self." *College Composition and  
Communication*. Vol. 33, No. 2, (May 1982)m 140-147.

Thurs. 14 Feb.

**Tutoring Strategies continued**

- Rose, Mike. "Rigid Rules, Inflexible Plans, and the  
Stifling of Language: A Cognitivist Analysis  
Of Writer's Block." *Teaching Composition*. Eds. T.R.  
Johnson and Sirley Morahan. Boston: Bedford/  
St. Martin's, 2002. 155-168.
- Love, Jenny. "Learning from Writer's Block." In  
*Working with Student Writers*. 143-151.
- Axel-Lute, Miriam. "Consciousness, Frustration, and  
Power: The Making of Contextual Writer's Block."  
In *Working with Student Writers*. 151-169.

Tues., 19 Feb.

**Approaches to Writing Process**

**Helping Students Develop their Writing: Pre-Writing**

- Stafford, William. "A Way of Writing," *To Compose:*  
17-21.
- Murray, Donald. "Write Before Writing." In *To Compose*.  
33-42.
- Lindeman, Erica. "Pre-Writing Techniques." *A Rhetoric  
For Writing Teachers*. 4<sup>th</sup> ed. New York: Oxford,  
2001. 109-129.

Thurs. 21 Feb.

**Helping Students Develop their Writing: Drafting and  
Revision**

- Flower, Linda. "Writer-based Prose: A Cognitive Basis  
For Problems in Writing." In *To Compose*. 125-151.
- Sommers, Nancy. "Revision Strategies of Student Writers  
And Experienced Adult Writers." In *Cross-Talk  
In Comp Theory*. 43-55.

Tues. 26 Feb.

### **Revision continued**

Welch, Nancy. "Toward an Excessive Theory of Revision." In *Teaching Composition*. 232-263.

Thurs. 28 Feb.

### **Responding to Student Writing**

Sommers, Nancy. "Responding to Student Writing." In *Teaching Composition*. 351-360.

Podis, Joanne and Leonard A. Podis. "Improving Our Responses to Student Writing: A Process-Centered Approach." *Working with Student Writers*. 85-93

Tues. 4 Mar.

### **Teaching Grammar and Structure**

Theories and Approaches to Formal Writing Structures

Williams, Joseph. M. "The Phenomenology of Error." In *Teaching Composition*. 405-423.

Hartwell, Patrick. "Grammar, Grammars, and the Teaching Of Writing." In *Teaching Composition*. 423-449.

Thurs., 6 Mar.

Readings to be announced

Tues., 11 Mar

### **Spring Break**

Thurs. 13 Mar.

### **Spring Break**

Tues., 18 Mar

### **Teaching Grammar: Error Analysis**

Kroll, Barry and John C. Schafer. "Error-Analysis and The Teaching of Composition." *College Composition and Communication*. (October 1978), 242-248.

Thurs., 20 Mar.

### **Praxis Review, Julie Zaebst**

Tues. 25 Mar.

### **The Essay: Rhetoric and Audience**

Graff, Gerald. Excerpts from *Clueless in Academe* and *They Say, I Say*

Thurs., 27 Mar.

### **Thinking about Audience**

Ong, Walter. "The Writer's Audience Is Always a Fiction." In *Cross Talk in Comp Theory*. 55-77.

Elbow, Peter. "Closing My Eyes As I Speak: An Argument for Ignoring Audience." In *Teaching Composition*. 197-218.

Tues. 1 Apr..

### **Working with Sentences**

Christensen, Francis. "A Generative Rhetoric of the Sentence." *Notes Toward a New Rhetoric*. New York: Harper & Row, 1967, 1-22.

Thurs. 3 Apr.

To Be Announced

Tues. 8 Apr.

### **Improving Style**

Romano, Tom. "Breaking the Rules in Style." In *To Compose*. 289-301.

Gopen, George D. and Judith Swan. "The Science of Science Writing." *American Scientist*, Vol 78, Nov-Dec 1990.

Handout: excerpts from Williams, Joseph. *Style: Ten Lessons in Clarity and Grace*. 2<sup>nd</sup> Ed. New York: Longman. 2003.

Handout: excerpts from Lanham, Richard. *Revising Prose*. Boston: Allyn & Bacon. 1992.

Thurs. 10 Apr.

### **Diversity: Issues of Difference in Teaching Writing**

#### **Working with Speakers of Other Languages**

Harris Muriel and Tony Silva. "Tutoring ESL Students: Issues and Options." In *Teaching Composition*. 469 – 482.

Lu, Min-Zhan. "Professing Multiculturalism: The Politics of Style in the Contact Zone." *CCC* 45:4 (Dec. 1994).

Tues. 15 Apr.

### **Working with Basic Writers**

Shaughnessy, Mina. "Diving In: An Introduction to Basic Writing." In *Cross-Talk in Comp Theory*. 289-297.

Fallon, Mary. "What About Arthur?" in *To Compose*. 83- 94.

Rose, Mike. "The Politics of Remediation."

Thurs. 17 Apr.

## **Diversity and Multiculturalism: Identity Issues and Writing**

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." In *Cross-Talk in Comp Theory*. 565-588.

Another essay to be announced.

Tues. 22 Apr.

## **Writing About Literature**

Probst, Robert. "Dialogue with a Text." In *To Compose*. 163-175.

Marbieri, Maureen. "Watching Sarah Think: A Journal in Retrospect." *To Compose*. 177-189.

Handouts: Short pieces of literature

Thurs. 24 Apr.

## **Ideology and Composition**

Rothgery, "'So What Do We Do Now?' Necessary Directionality as the Writing Teacher's Response To Racist, Sexist, Homophobic Papers." In *Teaching Composition*. 538 – 545.

Flynn, Elizabeth. "Composing as a Woman." In *Cross Talk in Comp Theory*. 549-565.

Thurs. 24 Apr.

## **Ideology and Composition continued**

Bartholomae, David. "Inventing the University." In *Teaching Composition*. 73-101.

Tues. 29 Apr.

Student workshop/presentations

Thurs. 1 May.

Student workshop/presentations