Objectives:
This course will focus on the processes involved in composing in a variety of genres. We will discuss approaches, methods, and organizational formats in high school and middle school writing classrooms. Our goal is to learn to help adolescents write with increasing competence and confidence in response to a variety of writing tasks. The course is designed to help students acquire the competencies described in the new Illinois Standards Incorporating the Common Core Standards for English Language Arts Writing Grades 6-12.

Course Requirements and Grading:
Because promptness and careful attention to task completion are basic professional requirements for teachers, assignments submitted late will be subject to grading penalties in proportion to their percent value and the amount of delay between due date and submission. I am not obligated to accept late work. Of course this penalty does not apply if you have a verifiable excuse such as illness or family emergency.

1. completion of a writing portfolio including all seven written assignments with required Addendum for each, peer comments and evidence of revision—15% (Addendum prompt can be found at the end of this syllabus.)
2. completion of all reading assignments with Canvas postings and informed participation in discussions—10%
3. compilation of an electronic teaching portfolio of writing resources and ideas for grades 6-12, using journal articles, books, and online sources beyond the required reading for class meetings—30%. Please note that 1/2 of this 30% (15%) will come from your identification and following of a Puzzle throughout the course—that is, a problem or question in the teaching of writing that you identify, follow with particular interest, perhaps modify, and think about throughout the class. On June 1 we will devote a class session to completing our assembly of these resources and composing a short section on this Puzzle with a tentative conclusion clearly marked. You are encouraged to work collaboratively on this digital research project.
4. completion of a conferencing notebook plus evidence of participation in e-mail discussions—5%
5. Writing Across the Curriculum Multigenre Museum Project—See handout for specifics. (30%)
6. oral and short written review of an English Journal or Voices from the Middle article which you choose from the article list (or, if you are working primarily in another discipline like science or social studies, an article on the teaching of writing in that subject area if you wish) We will sign up in class for an article and a report date. —5%
7. final assessment—5%

We will be using the Canvas platform for submission of work in this course. Remember to be discreet, professional, and prudent. Assume that anything you post in Canvas might one day end up as a document available for your students, their parents, the general public, or a potential employer to read. We will have a signup system for reporting on the professional articles in the article list: Sign up for a date and an article as noted in the syllabus below and post a one-page (maximum) summary of the article top Canvas to form the basis for your leading a quick sharing at the beginning of class.

In addition, you are encouraged to bring in a prose passage or short poem to share at the beginning of class—no signups. Just bring in a piece of writing you admire and want to share.

Required Texts:
_____. (2004) NCTE Beliefs about the Teaching of Writing.
consult your adviser. If I notice deficiencies I will discuss them with you and your adviser.

opportunity to demonstrate your thorough mastery of writing, and standard speech. (By the way, your pieces of original writing are a particularly good example, affective goals. If so, feel free to add them.

Common Core Learning Standard(s) the K-12 students would be acquiring as a result of the type in at the top or in the header the competencies you are demonstrating in it or acquiring from it, phrased in terms of the applicable ISBE Professional Teaching Standard or Standards. In addition, whenever you turn in a classroom-based assignment, you must also specify and copy and paste the Common Core Learning Standard(s) the K-12 students would be acquiring as a result of the instruction you are describing. In addition, you may have further goals in mind for your students—for example, affective goals. If so, feel free to add them.

Please also note that as a prospective teacher, you must model accurate reading, clear and correct writing, and standard speech. (By the way, your pieces of original writing are a particularly good opportunity to demonstrate your thorough mastery of IPTS IE.) If your literacy skills need work, consult your adviser. If I notice deficiencies I will discuss them with you and your adviser.

*Choose either Kahn or Hillocks after we discuss the two in class.

In addition, here is a sampling of other texts that you may wish to explore at some later time:

O'Connor, J. (2011) This Time It's Personal. NCTE

All the articles listed in this syllabus are available on the National Council of Teachers of English website. If you are planning to teach English, membership in NCTE is a course requirement. A student green membership is $22.50. Please show me evidence of your NCTE membership as soon as possible. (Note that this requirement and the readings are modified for students who are teaching or planning to teach subjects other than English. See me immediately if this modification applies to you.)

Please note that the coding system preceding each class refers to the Illinois Professional Teaching Standards.

Very important note: Because the ISBE Professional Teaching Standards are so central to our work and because so much of your professional work in the future is likely to be based on them, it is a requirement in this class that whenever you turn in an assignment or share an article, you specify and type in at the top or in the header the competencies you are demonstrating in it or acquiring from it, phrased in terms of the applicable ISBE Professional Teaching Standard or Standards. In addition, whenever you turn in a classroom-based assignment, you must also specify and copy and paste the Common Core Learning Standard(s) the K-12 students would be acquiring as a result of the instruction you are describing. In addition, you may have further goals in mind for your students—for example, affective goals. If so, feel free to add them.

Please also note that as a prospective teacher, you must model accurate reading, clear and correct writing, and standard speech. (By the way, your pieces of original writing are a particularly good opportunity to demonstrate your thorough mastery of IPTS IE.) If your literacy skills need work, consult your adviser. If I notice deficiencies I will discuss them with you and your adviser.

School of Education and Social Policy Conceptual Framework
“As active participants in the field of education, our candidates will strive for improvement and innovation based on inquiry that is grounded in reflection and research. The candidates will have

1. A vision of learning that focuses on:
   1. Understanding student thinking about the subject matter,
   2. Reflection and research as a means of learning,
   3. Learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs, and work together to address questions and concerns;
   4. Authentic experience, where class sessions and assignments are designed to engage students’ interests and have implication for the student beyond the classroom, and
   5. The use of technology by extending learning opportunities and thinking.

2. A vision of the learner that focuses on:
   1. Lifelong learning and development shaped by social contexts
   2. Student diversity as resource for educational community.

3. A vision of teaching that focuses on:
   1. Connection of theory to practice, where candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
   2. Professional conduct that is responsible and ethical.”

This course will emphasize these elements of the Conceptual Framework: 1.) A vision of learning—1.1, 1.2, 1.3, 1.4; 2.) A vision of the learner—2.1, 2.2, and 3.) A vision of teaching—3.1, 3.2

Academic Integrity and Disability Services Statements

Academic Integrity
Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html.

Accommodations for Students with Disabilities
Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

Religious Observance and Other Absences: If any of our class meetings conflicts with a religious observance for you, just please let me know ahead of time. I will be happy to work with you to arrange a way for you to make up the class time. If you have to miss class for any other reason, you must let me know via email or voicemail beforehand. This is a way of practicing the responsible teacher behavior you will be expected to show next year, whether in employment or in student teaching.

Articles from NCTE Publications Available Online

Assaf, L. and Johnson, J. A Call for action: Engaging in purposeful, real-world writing. Voices from the Middle, 21:3, March 2014, 24-33


Carbone, P. Aristotle in the classroom: Scaffolding the rhetorical situation. *Voices from the Middle*, 21:3, March 2014, 41-48


Christensen, L. Finding voice: Learning about language and power. *Voices from the Middle* 18:1, March 2011, 9-17


Jago, C. First do no harm. *Voices from the Middle*, 21:3, March 2014, 10-12

Kist, W. Middle schools and new literacies: Looking back and moving forward. *Voices from the Middle*, 19:4, May 2012, 17-21


Morgan, D., Bensko, L., and Hauptman, G. Four reasons to write list articles with middle school students. *Voices from the Middle*, 21:3, March 2014, 54-60

Peterson, S. "It's all a juggling act sometimes": Peers and teachers supporting students' writing lives. *Voices from the Middle*, 21:3, March 2014, 13-17

Radcliffe, B. Narrative as a springboard for expository and persuasive writing: James Moffett revisited. *Voices from the Middle*, 19:3, March 2012, 18-24

Rief, L. Writing matters. *Voices from the Middle*, 11:2, December 2003, 8-12


Rose, S. "If Only It Weren't Such a Chore": What Talented Eighth Graders Have to Say about Their ELA Classes. *Voices from the Middle*, 18:1, March 2011, 18-26

Saddler, B. “But teacher, I added a period!” Middle schoolers learn to revise. *Voices from the Middle*, 11:2, December 2003, 20-26


Teng, A. Writing teachers should comment on Facebook walls. *Voices from the Middle*, 19:4, May 2012: 34-38


Verlaan, W., Ortlieb, E., and Verlaan, S. Developing argument writing through evidence-based responses to student-generated questions. *Voices from the Middle*, 21:3, March 2014, 34-40


Wilhelm, J. Learning to listen to student voices. *Voices from the Middle*, 18:1, March 2011, 49-52


Woolsey, T. Accuracy in digital writing environments: read up, ask around, double-check. *Voices from the Middle*, 21:3, March 2014, 49-53