

**UNIVERSITY OF THE SACRED HEART
EDUCATION GRADUATE PROGRAM
SISTEMAS DE INSTRUCCIÓN Y TECNOLOGÍA EDUCATIVA**

COURSE TITLE : **Pedagogy of Writing: Theory and Practice**
COURSE NUMBER : **ING 740**
CREDITS : **Three credits (three hours a week, 1 session)**
DESCRIPTION :

A workshop approach to the theories of teaching writing. Participants will experiment with methods for teaching writing at all levels and will develop presentations of a writing activity which they have used that highlights the philosophical basis of the activity and their pedagogy.

JUSTIFICATION:

Writing is a skill that involves both linguistic and analytical competence, and is necessary for the academic progress of students. Therefore, the teachers of student writers should be aware of the philosophy behind their practice and should be skilled writers themselves.

OBJECTIVES:

At the end of the course the students will be able to:

1. Explain the philosophical and theoretical basis of their writing pedagogy.
2. Create lessons with meaningful communications.
3. Develop a positive classroom environment for writing.
4. Edit their own and others' writing for content, development, organization, and mechanics.
5. Design self-editing strategies for diverse groups of students.
6. Evaluate student writing in several genres,
7. Create in-class publications.

8. Employ the computer in the teaching of writing.
9. Use collaborative learning strategies in teaching writing.
10. Explain the educational philosophies of the major figures in writing pedagogy in the last twenty-five years.
11. Use a variety of strategies for working with each stage in the writing process.
12. Incorporate all language skills with writing.

CONTENT:

- I. Overview
 - A. History of rhetoric
 1. English Composition Classrooms
 2. ESL Composition
 - B. Major theories
 1. Behaviorist
 2. Communicativist
 - C. Educators
 1. Peter Elbow
 2. Donald Graves
 3. Nancie Atwell
- II. Writing environments
 - A. The Natural Approach
 - B. Public writing
 - C. Free writing
 - D. Writing with a purpose
- III. Writing prompts and pre-writing
 - A. Reading-writing connection
 - B. Personal knowledge and writing
 - C. Other forms of communication and writing/drawing and speaking
- IV. Organization
 - A. Visual Frames
 - B. Set forms
 - C. Traditional outlines
- V. Re-writing
 - A. Expansion
 - B. Creating alternative versions
 - C. Group re-writes
- VI. Publishing
- VII. Assessing writing

METHODOLOGY:

Journals
Reading logs
Portfolios
Writing and reading groups
Publication in magazines
Individual presentations
In-class writing
Collaborative projects
Reading and writing groups

EVALUATION:

Journals		20%
Portfolios		50%
Short essays	(20%)	
Reading reactions	(20%)	
Workshop writing	(10%)	
Student magazine		20%
Participant demonstration		<u>10%</u>
Total		100%

REFERENCES:

Atwell, N. In the Middle:New Understandings about Writing, Reading, and Learning. Second Edition. Portsmouth, NH:Boyton/Cook, 1998.

Elbow, P. Writing with Power. New York:Oxford UP, 1981.

Fletcher, R. What a Writer Needs. Portsmouth, NH:Heinemann, 1993.

Graves, D.H. Writing:Teachers and Children at Work. Portsmouth, NH:Heinemann, 1983.

Graves, R. Ed. Writing:Teaching Learning: A Sourcebook. Portsmouth, NH: Boyton/Cook, 1999.

Kroll,B. Ed. Second Language Writing:Research Insights for the Classroom. New York:Cambridge UP, 1990.

Moffet , J. Ed. Coming on Center. Upper Montclair, NJ: Boyton, 1981.

Reid, J.M. Teaching ESL Writing. Edgecliff, NJ: Prentice Hall:Regents, 1993.

Weaver, C. Teaching Grammar in Context. Portsmouth, NH:Boyton/Cook, 1994.

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