

EDUCATION 489 - 4

IMPROVING WRITING IN THE CLASSROOM

Summer Session, 1981

Instructor: M. Flanigan

Monday/Wednesday
8:30 - 12:20

Location : Campus

COURSE OUTLINE

This course assumes that teachers can learn a great deal about teaching writing by examining the processes they go through as they write, and afterwards by reflecting upon why they worked the way they did. Because of these assumptions, students will write several short pieces throughout the six weeks in order to see how they behave. They will also read a number of articles and books on teaching writing, and eventually will structure their own writing course based on what they have learned. In addition, students will read some of the research on the teaching of composition and will try to determine how it might influence their teaching.

BOOKS FOR SIMON FRASER UNIVERSITY

1. Peter Elbow. Writing Without Teachers, Oxford University Press
2. Roger Garrison. How a Writer Works, Harper & Row
3. (eds.) Arvin Freedman & Ian Pringle. Reinventing the Rhetorical Tradition, Published for the Canadian Council of Teachers of English by L. & S. Books, University of Central Arkansas.
4. Donald Murray. A Writer Teaches Writing, Houghton Mifflin.
5. Janet Emig. The Composing Processes of Twelfth Graders, NCTE Research Report No. 13, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.
6. William Irmscher. Teaching Expository Writing, Holt, Rinehart, and Winston.

SYLLABUS

M. Flanigan

Summer Session 1981

- JULY 6TH Introduction to course. Starting a how to or did you know piece (pick one). Observing another writer. What is the process?
ROHMAN & EMIG
- JULY 8TH Discussion of observations: What generalizations can we make? A model of the writing process and a model of an instructional process for teaching writing. Questioning and helping writers determine what it is they want to write about.
- JULY 13TH Helping session on how to or did you know piece. Memories of childhood: stages toward discovering and enriching events.
ASSIGNMENTS: Write up your experience for Wednesday, July 12th. Try to put your reader into the middle of the action. READ Donald Graves' "The Second R" and Janet Emig's "Writing as a Mode of Learning".
- JULY 15TH Revision session: Mrs. Deats. Learning to observe.
ASSIGNMENTS: Complete your paper. Read it aloud to someone else and proofread it. READ Peter Elbow's Writing without Teachers.
- JULY 20TH Paper due - childhood experience. Back to your how to or did you know piece. Where are you in your thinking and writing?
DISCUSSION OF READINGS TO DATE: Elbow, Emig (both), Rohman and Graves.
ASSIGNMENTS: Do a draft of your how to or did you know piece for Wednesday, July 22nd. READ Marjorie Frank's "Writing is a Process," Wallace W. Douglas' "Composition and the Editorial Process," Howard Blake's "The Directed Writing Activity: A Process with Structure," and M. Flanigan's lessons on teaching writing. NEED two people to hand in papers early.
- JULY 22ND Revision session. More observing - the overheard conversation. Making sense of chaos - listening.
ASSIGNMENTS: Complete your how to or did you know paper, read it aloud to someone else and proofread it. BRING a magazine with either a book or film review in it for July 27th.
- JULY 27TH Paper due - how to or did you know piece. Discussion of readings assigned July 20th, of book reviews, film reviews and film responses. Audiences.
ASSIGNMENTS: READ L.M. Calkins' "Andrea Learns to Make Writing Hard," Donald Graves "Research Update: What Children Show us about Revision," M. Flanigan's and D. Menendez's "Perception and Change: Teaching Revision" and Donald Murray's "The Maker's Eye: Revising your own Manuscripts."
- JULY 29TH How to teach revision. Making useful revision guides. What should you focus on? Discussion of readings assigned July 27th. The interview. In-class interview. Setting up and getting ready for the interview.
ASSIGNMENTS: READ L. Flower's and J. Hayes' "Process-Based Evaluation of Writing: Changing the Performance, Not the Product," Donald Murray's "What Can You Say Besides AWK? - Try Listening," and R. Garrison's How a Writer Works. DO an interview and come to class with your notes and an idea of what you will do with them.
- AUGUST 3RD The interview and some possibilities. Planning for your teaching. How will you teach composition. Planning a lesson - SAMPLE LESSONS. Children's books and such.
ASSIGNMENTS: Choose a final paper project from ones discussed in class and begin writing. READ M. Flanigan's "Composition Models: Dynamic and Static Imitations" and Peter M. Schiff's "Problem Solving and the Composition Model: Reorganization, Manipulation, Analysis."

- AUGUST 5TH Revision session on final paper. In-class brief writing on articles assigned on August 5th. Discussion. How will you set up your teaching?
ASSIGNMENT: READ any article in any journal on teaching and be prepared to tell about it in class next time.
- AUGUST 10TH Paper due - final finished writing project. Sharing your work. Playing with words and such.
- AUGUST 12TH In-class evaluation. Final projects. What does the writing process mean to you as far as planning for teaching?