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**English 709:  
Seminar in Teaching Integrated Reading/Writing  
Wednesdays 4-6:55pm in HUM 208**

English 709: Seminar in Teaching Integrated Reading/Writing is a required course for M.A. Composition and Certificate Candidates (both Composition and Post-Secondary Reading Certificates), as well as those who wish to teach first-year composition courses at SFSU.

The need for a fully integrated approach to reading and writing instruction is evidenced by over twenty years of administration of the CSU English Placement Test and confirmed by research dating back to the early 1970s on open admissions students in basic writing classes. Cumulatively, this evidence suggests a causal link between underpreparation in reading and underpreparation in writing. This 2 seminar will explore the integration of reading and writing from both a theoretical and pedagogical perspective. We will: 1) survey major theories of reading and writing as well as contemporary innovations in teaching reading and writing as an integrated “composing” process; 2) investigate and review recent research examining the relationship between reading and writing; 3) put what we have learned about the relationship of reading and writing into practice by evaluating and designing integrated reading/writing curricula and establishing criteria for successful classroom practice; and 4) rely on your tutorial and observational experiences and student writing to provide concrete underpinnings for theoretical and pedagogical issues.

**Required Texts** (Available in the SFSU Bookstore)

Bartholomae, D. & A. Petrosky, (1986). *Facts, artifacts and counterfactuals: Theory and method for a reading and writing course*. Portsmouth, NH: Boynton/Cook.

Kutz, E., S.Q. Groden, & V. Zamel, (1993). *The discovery of competence: Teaching and learning with diverse student writers*. Portsmouth, NH: Boynton/Cook.

McCormick, K., *The culture of reading and teaching of English*. New York: Manchester University Press. (Available through SFSU Bookstore as Course Reader)

I have also selected other readings for you, which are available on iLearn in the “Additional Readings” folder.

### Course Requirements:

|  |             |
|--|-------------|
| 1. Active Participation, Collegial Support, and IRW Observation                          | 25%         |
| 2. Learning Logs   | 25%         |
| 3. Completion of a two-to-four week unit/lesson plan that integrates reading and writing | 35%         |
| 4. Lesson Plan Presentation  | 5%          |
| 5. IRW Teaching Philosophy Statement   | <u>10%</u>  |
|  | <b>100%</b> |

**Active Participation, Collegial Support and IRW Observations (25%).** The approach we will use in this class is highly self-reflective and student-centered. Much of the success of this class is thus in your hands. You will be expected to participate actively in class discussions and in small-group conversations about the readings for the week. You will also be asked to participate in a variety of group projects. In addition, you will be expected to observe one of our integrated reading-writing classes for a period of approximately four weeks or the time it takes to see one complete curricular unit. You will start these observations as soon as possible once the semester gets underway. Your participation will be assessed holistically through a combination of the quantity and depth of your iLearn postings and the amount and depth of your contributions to whole class and small group discussions.

**Learning Logs (25%).** Your log is to be a record of your learning experiences as you experience the class, read material, observe IRW classes and work to interpret, absorb, and synthesize new information and ideas. It is NOT to be a summary of a particular reading or a particular class lecture/discussion. Your log is meant to be a place where you explore in writing your reactions to what you are learning about the integration of reading and writing, both theoretically and practically. Entries may consist of any of the following (or some combination thereof):

1. critical notes in response to class discussions and/or activities
2. critical responses (not mere summaries) of any assigned readings
3. informed responses to observations of IRW classes
4. ideas for potential innovative reading/writing lessons

One and a half to three typed, double-spaced pages per entry would be an appropriate target length. Your logs must be computer-generated (prepared on a word-processor) using double spacing. Date each entry when made, and submit your learning log in a double-pocket folder. Your logs will be collected three times during the semester (Feb 16, March 2 and March 23). When submitting the learning logs for Round 2 and Round 3, put all your prior entries on one side of the double-pocket folder and the new entries in the other pocket. I will provide you with some written feedback and assign a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$  or  $\sqrt{-}$  depending on whether you submitted the required number of entries and evidence that you interacted meaningfully with the readings (“meaningfully” is defined as above, e.g. that you engaged critically with the discussions, readings, observations and ideas for potential lessons).

**IRW Lesson Plan (35%).** This is a small group project in which you design a 2-4 week curricular unit that fully integrates reading and writing. Your lesson plan will be an introductory unit for either a “stretch” course or a semester-long developmental-level reading/writing course. The unit lesson plan will consist of the following parts:

1. Rationale. The rationale constitutes why you think it is important for students to be able to do and know what the lesson teaches.
2. Objectives. A second section lays out a set of specific learning objectives, both conceptual and performance. Conceptual objectives constitute what it is your students should *know* as a result of completing this unit; the performance objectives constitute what it is your students should *do* in order to achieve the goals you have defined and to complete this

- unit successfully.
3. A Unit grid. This provides a graphic overview of the entire unit and the day-by-day scaffolding.

Each lesson plan should include the following general components:

1. Initially engaging the students in the subject to be written/read about (schema activation and community building)
2. Pre-reading for meaning and vocabulary (writing-to-read)
3. Discussion of reading/Prewriting activities (reading-to-write)
4. Rhetorical reading and genre conventions (organization, citation)
5. Work on sentence/paragraph development
6. Peer response to essay drafts
7. Revision and Active editing

I will assess your lesson plans using the following criteria:

1. Your rationale. Have you clearly explained why you are teaching the material contained in this plan? Why have you chosen this particular topic? Why this discourse strategy? Why this genre? Why is this learning worthwhile?
2. Your objectives. Are the objectives of the lesson clear? Are performance and conceptual objectives distinguished from one another? How do the objectives of the lesson advance the goals of the course as a whole?
3. The integration of reading and writing. Is it clear how your lesson uses reading to help develop writing, and writing to help develop reading? Do you apply strategies to reading as well as writing?
4. Instructional scaffolding. Do the activities on one day build on the activities of the prior day? Do the activities allow students to complete the culminating task successfully?

**Lesson Plan Presentation (5%).** Each group will select a portion of their lesson plan to present to the rest of the class. Groups may select to walk us through one day of the plan, or through a single learning activity that comprises just a portion of one day. The purpose of these presentations is twofold: first, it provides the group with feedback from their peers on their plans and offers clarification via the act of talking something through; secondly, it provides the seminar with interesting ideas for lesson planning. Given that these presentations are meant to provide formative feedback, I will not assign them letter grades; rather, each participant will get credit for playing an active role in the presentation.

**IRW Teaching Philosophy Statement (10%).** You will each write a brief statement (no longer than 5 typewritten pages) explaining your philosophy of IRW. What does integrating reading and writing mean to you? What is its importance or significance to students entering the university for the first time? How do you distinguish IRW from a writing course that includes reading or a reading course that includes writing? I will assess these statements for overall clarity of your ideas and your writing (Is your statement well organized? Have you sufficiently developed your ideas? Do your ideas reflect a good grasp of what it means to integrate reading and writing? Have you considered your audience in terms of voice and register? Is your writing carefully proofread and relatively free of errors?).

## *Weekly Schedule for Spring 2011*

### **Week 1, Wednesday January 26**

#### **Topics/Activities:**

- **Course Introduction and Requirements**
- **BRW & Gen 1.5 students**

Homework Readings (for class discussion on Wednesday February 2)

1. Anderson and Pearson, "A Schema-Theoretic View of Reading" (available in iLearn Folder "Additional Readings")
2. Pearson and Spiro, "Toward a Theory of Reading Comprehension" (available in iLearn Folder "Additional Readings")
3. Early and Ericson, "The Act of Reading" (available in iLearn Folder "Additional Readings")

Homework Assignment (Due no later than 9pm on Monday January 31)

Go to the FORUM for "Introductions." In this forum, please take the time to introduce yourself, e.g., provide some background, including why you are enrolling in the course, any expectations, etc. After completing this assignment, respond to at least two entries. If there are already two responses, go to another one. This writing activity will be due by 9pm on Monday, Jan 31.

### **Week 2, Wednesday February 2**

#### **Topics/Activities:**

- **Whole class discussion of homework readings (Anderson and Pearson; Pearson and Spiro; Early and Ericson)**
- **What is reading? Comprehending and learning to read**
- **Schema activation and its relationship to reading**

Homework Readings (for class discussion on Wednesday February 9)

1. Goen & Gillotte Tropp, "Integrating Reading and Writing: A Response to the Basic Writing Crisis" (available in iLearn Folder "Additional Readings")
2. Goen-Salter, "Critiquing the Need to Eliminate Remediation" (available in iLearn Folder "Additional Readings")
3. Hull and Rose, "This Wooden Shack Place" (available in iLearn Folder "Additional Readings")
4. Hull, Rose, Fraser & Castellano, "Remediation as a Social Construct" (available in iLearn Folder "Additional Readings")

### **Week 3, Wednesday February 9**

#### **Topics/Activities:**

- **Discussion of readings.**
- **What is IRW?**
- **Historical and intellectual contexts for R/W Connection**
- **Problems of remediation**

Homework Readings (for class discussion Wednesday February 16)

McCormick Chapters 1 and 2

Homework Assignment (Due by beginning of class, Feb 16)

1. After reading CHAPTERS 1 AND 2, go to the McCormick FORUM and find your group. Discuss your assigned theory-model with your group members. Use the following points to organize your thoughts: a) how would you define your theory (cognitive, expressivism, or socio-culturalism), b) what are your model's main components; c) how does it differ from the other two theories-models; d) who are the key players; e) list/outline some of the instructional applications that you think the model suggests; and f) are there any questions you have. Your discussion will be presented in class on Wednesday February 16.
2. Learning Log Round 1 (3 entries)

#### **Week 4, Wednesday February 16**

##### ***Learning Log Round 1 due (3 entries)***

#### **Topics/Activities:**

- **McCormick Group Presentations**

Homework Readings (for class discussion on Wednesday February 23)

McCormick Chapter 3

Homework Assignment (due no later than 9pm on Monday Feb 21)

Post any questions that come up during your reading in the McCormick Chapter 3 Forum.

Post your questions no later than Monday Feb 21 by 9pm

#### **Week 5, Wednesday February 23**

#### **Topics/Activities:**

- **Discuss McCormick Chapters 3**
- **In-Class Group Work: A McCormick Activity**
  - This is an IN-CLASS activity, which we will finish on March 2. Now that we have discussed McCormick's Chap. 3 in some detail, you will choose a text that you might teach to students enrolled in a developmental-level reading, writing, or IRW course. (So, bring ideas of already-familiar texts to class next week). In groups of 3 or 4, you will be asked to work out in some detail how you might teach the reading using McCormick's model. You'll present these plans in class on March 2

Homework Readings (for class discussion on Wednesday March 2)

McCormick Chapter 4 & 5

Homework Assignment (due in class on Wed March 2)

1. Finish planning in iLearn Forum "A McCormick Activity"
2. Learning Log Round 2 (3 new entries)

#### **Week 6, Wednesday February March 2**

##### ***Learning Log Round 2 due (3 new entries)***

#### **Topics/Activities:**

- **Group Presentations of McCormick-based Literacy Activities**
- **Discussion of McCormick chapters 4 & 5**

Homework Readings (for class discussion on Wednesday March 9)

1. Bartholomae and Petrosky, Chapter 1
2. Kutz, Groden and Zamel, Chapters 1-3

### **Week 7, Wednesday March 9**

#### **Topics/Activities:**

- **Discussion of B & P, chapter 1 and KG&Z, chapters 1-3**
- **IRW in the developmental classroom**
  - Conceptual and Performance Objectives (see SFSU First-Year Composition Course Outline under Course Materials)
  - Writing a Rationale
  - Final IRW Unit Plan Project Groups
  - Challenges of Group Work (activity)

Homework Readings (for class discussion on Wednesday March 16)

1. Kutz, Groden and Zamel, chapters 4-6
2. B & P, Chapter 2
5. Goen-Salter, Porter and vanDommelen, "Working with Generation 1.5" (available in iLearn Folder "Additional Readings")

Homework Assignment

1. Begin drafting rationale and objectives for IRW Unit Plan
2. Go to iLearn Forum "Challenges of Group Work" and post your in-class discussion addressing: 1) What are the benefits of group work? 2) What are the drawbacks of group work? 3) What do you as a group member need to do to make group work effective?

### **Week 8, Wednesday March 16**

#### **Topics/Activities:**

- **Discussion of KGZ chapters 4-6 and B&P chapter 2**
- **IRW powerpoint**

Homework Readings (for class discussion on Wednesday March 23)

1. Bryant, C. "Build a sense of community among young students with student-centered activities" (available in iLearn Folder "Additional Readings")
2. Foster, D. "Community and cohesion in the writing/reading classroom" (available in iLearn Folder "Additional Readings")
3. Nicholas, S. N. "Community-building in the classroom: A process" (available in iLearn Folder "Additional Readings")
4. Schaps, E. "Risks & rewards of community building" (available in iLearn Folder "Additional Readings")
5. Schaps, E. & Lewis, C. "Building classroom communities" (available in iLearn Folder "Additional Readings")

Homework Assignment (Due in class on March 23)

1. Learning Log Round 3 (3 new entries)
2. Continue work on IRW unit plans

### **Week 9, Wednesday March 23**

***Learning Log Round 3 due (3 new entries)***

**Topics/Activities:**

- **Discussion of Community Building**
- **In-Class work on IRW unit plans**
- **Sign Up for Unit plan presentations**

Homework Assignment

Continue work on unit plans and presentations

**Week 10, Wednesday March 30**

**Spring Break**

**Week 11, April 6**

**CCCs in Atlanta GA**

**Topics/Activities:**

- **Meet in your groups to continue work on IRW unit plans and to prepare presentations**

Homework Assignment

1. Continue work on unit plans and presentations

**Week 12, Wednesday April 13**

**CSU English Council**

**Topics/Activities:**

- **3 unit plan presentations (written unit plans due next week)**

Homework Assignment

Continue work on unit plans and presentations

**Week 13, Wednesday April 20**

**Topics/Activities:**

- **3 unit plan presentations (unit plans due next week)**

Homework Assignment

Continue work on unit plans and presentations

**Week 14, Wednesday April 27**

**Topics/Activities:**

- **3 unit plan presentations (unit plans due next week)**
- **Discuss IRW Teaching Philosophy statement**

Homework Assignment

- Continue work on unit plans and presentations
- Work on IRW Teaching Philosophy Statement

**Week 15, Wednesday May 4**

**Topics/Activities:**

- **(if needed) 3 unit plan presentations (unit plans due next week)**
- **in-class work on Teaching Philosophy Statements**

Homework Assignment  
Work on IRW Teaching Philosophy Statement

**Week 16, Wednesday May 11**  
***IRW Teaching Philosophy Statements due***  
**Last day of class**