This course is designed for prospective and practicing writing teachers. Its main purpose is to develop your abilities as writers and writing teachers. The class is structured largely as a seminar and writing workshop. You will be expected to do a significant amount of talking and writing about the readings and your experiences as writers, students, and prospective and practicing teachers; develop an extensive portfolio of practical teaching-related materials; share what you write with others; and respond thoughtfully to what others, including your classmates, have written.

Of critical importance is how we can translate our own knowledge as writers and our understanding of writing research and theory into informed and effective practice. You will have the opportunity to test those applications by writing a lot and by working as writing consultants for 15 hours in area schools (candidates) or in the Southeastern Louisiana University Writing Center at 383 D Vickers (post-secondary teachers/graduate students)—details to be worked out.

**Course Objectives**

By the end of the term, you should have:

- Gained a strong understanding of important issues in reading and writing theory, research, and practice; (KL, PS)
- Developed and practiced a range of methodological options for addressing those issues across contexts of reading and writing instruction; (KL, SM, PS, D, T)
- Gained extensive, direct-contact experience working with developing writers at age-appropriate levels; (KL, SM)
- Created the beginning of a detailed, practical plan for teaching writing in an instructional context of your choice, including practical materials for use in the classroom; (SM, PS, D, T) and
- Developed an ability to use technology as a writing and teaching tool. (T)

**Texts and Materials**

**467 students**

*Teaching English in the Middle and Secondary School*, Rhoda J. Maxwell and Mary Jordan Meiser

*The Reading/Writing Connection, 2nd edition*, Carol Booth Olson

**567 students**

*Teaching English in the Middle and Secondary School*, Rhoda J. Maxwell and Mary Jordan Meiser


Everyone should have access to a computer for word processing and PowerPoint creation, as well as for consistent access to Blackboard and the Internet.
REQUIREMENTS AND GRADES
The following major writing assignments are required of all students, with some modification for graduate students:
• Journal responses as assigned on discussion board and in class (20%)
• Presentations on supplementary reading materials (10%)
• Written lesson plans and presentations (20%)
• Philosophy of writing instruction and reflection paper on field experiences (20%)
• Unit plan incorporating composition theory and practical application (30%)

In addition to these major writing assignments, all class members will
• Complete all assigned readings and homework activities;
• Participate actively in class discussions and small group work;
• Complete 15 hours as writing consultants in area schools or in the Southeastern Louisiana University Writing Center (post-secondary teachers/graduate students);