

University of Arkansas - Fort Smith
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Graduate Studies General Syllabus

ENGL 62043 Advanced Pedagogy in Writing

Credit Hours: 3

Lecture Hours: 3

Laboratory hours: 0

Prerequisites: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

Focused reading in the history and theory of writing pedagogy, including practical applications for creating effective writing assignments in various genres.

B. Additional Information - None

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the students should be able to:

1. Review the major theories of writing pedagogy (including pedagogy for expository, creative, non-fiction, and digital writing) and their applications to the writing classroom.
2. Create writing assignments in both traditional and digital formats and in various genres that effectively employ contemporary understandings of process.
3. Demonstrate an understanding of how race, class, gender, and ethnic identity affect writing pedagogy.
4. Facilitate class discussion, with attention to relevant scholarship.
5. Create focused critical, scholarly arguments which present approaches to teaching writing in innovative and scholarly ways.

B. Program Learning Outcomes

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS

establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. History of modern composition and creative writing pedagogy
- B. Current-traditional, expressivist, social-epistemic, critical, and digital writing theories
- C. Argumentation and heuristics in the writing class
- D. The nature of digital texts and computer-aided instruction in the writing class
- E. The place of grammar instruction in the writing classroom
- F. Gender, race, class, and identity in the writing classroom