

## Rutgers, The State University of New Jersey

### 15:252:518:90 Teaching Writing: Approaches & Practices

3 Credits

Fall 2014

Online

Graduate School of Education, Rutgers, The State University of New Jersey

Dates: Tuesday 2<sup>nd</sup> September – Tuesday 16<sup>th</sup> December

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Phone Number : 610-657-9646	Location: Graduate School of Education
Office Hours: By appointment	Prerequisites or other limitations: <i>None</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### Course Description

#### **Learning goals:**

This course is designed for students to:

- Analyze their own processes as writers and articulate that no *one* writing process exists
- Participate in a community of writers
- Expand personal definitions of writing in the 21<sup>st</sup> century
- Research, identify, and implement effective practices of writing
- Design curricular writing practices in which students may regularly and actively engage in the writing process
- Develop the ability to involve students in helping one another grow as writers

- Apply various techniques for assessing and evaluating student writing and student growth in writing
- Evaluate and use technology resources in the teaching of writing

### **New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

1. Standard One: Learner Development. The teacher understands how learners grow

and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Standard Two: Learning Differences. The teacher uses understanding of

individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

#### Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-

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<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

readiness standards.

**Course catalog description:**

Selected current problems and issues affecting secondary English language arts education.

**Other description of course purposes, context, methods, etc.:**

As there are many different approaches to writing, there are also many approaches to the teaching of writing. This course will develop teachers' understanding of current issues, research, theories, and methods of teaching writing. Teachers will be encouraged to apply this knowledge to their own grade levels and teaching practices. Topics of study will include: approaches to teaching the writing process, developing students' writing abilities, crafting writing curriculum and lessons, and designing writing assessments. This course is designed for teachers across all grade levels, perspectives and experiences.

**Essential Questions**

Course content, assigned readings, and class activities are selected to assist students to develop an understanding of the following essential questions:

- What is writing and what do writers do?
- How do students learn to write? How can students write to learn?
- Who am I as a writer? As a teacher of writing?
- What works in writing instruction?

**Required texts:**

There are two required texts for this course. In addition, you will read an additional writing text on your own. I will provide a list of suggested titles for this additional text.

*Required Reading*

- Graham, S., Macarthur, C.A., & Fitzgerald, J., eds. (2013). *Best practices in writing instruction, 2<sup>nd</sup> ed.* New York: The Guilford Press.
- Kirby, D. & Crovitz, D. (2012). *Inside out, 4<sup>th</sup> ed.* Portsmouth: Heinemann.

Additional readings are available on **eCollege** course website

**Grading policy:**

**Evaluation of Written Work:** Students' progress toward meeting course goals and answering essential questions will be evaluated through the following assignments:

- Blended learning inquiry project (25%)
- Case study of student writing (25%)
- Reflection papers (25%)
- Participation in weekly discussion threads, and feedback to peers (25%)

**Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

**Web site:**

Assignment sheets and assessment criteria will be posted on the eCollege shell.

**Course Requirements****Attendance Policy –**

Your participation in all course online activities and discussions is very important for everyone involved. Because of this, absences and tardiness will affect your grade. Full participation in individual and group online discussions, activities, meetings, and wikis is expected. Please notify me by email or phone in advance of a class if you are unable to attend. All work must be submitted by the date assigned.

**Summary of Requirements**

Through weekly course discussion threads, inquiry, case studies, reflection papers, and research on writing and the teaching of writing, participants will engage in the writing process as experiential learners and practitioners of writing.

**Course Schedule by Week**

Readings may change as the semester progresses.

Week	Mode	Class Topic	Readings to be completed for this class	Other Assignments to Post
9/2	Online	<b>A Writer Teaches Writing</b> What is writing and what do writers do? Who are we as writers and what is our process?		
9/8	Online	<b>Teach the Writer, not the Writing</b> Who are the writers we teach? What instruction do these writers need?	<i>Inside Out:</i> Ch. 1-3	<b>Reflection #1:</b> Who am I as a writer/who am I as a teacher of writing?
9/15	Online	<b>A Community of Writers</b> How can we develop a community of writers in our classroom?	<i>Inside Out:</i> Ch. 4-5	
9/22	Online	<b>Our Writing Community</b> What are our areas of expertise? How can we help each other? Organizing collaborative groups.	<i>Inside Out:</i> Ch. 6 & 7	<b>Case Study Sample #1</b> Bring copies of student work for Case Study. <b>Reflection #2:</b> What areas of writing instruction do I do well? What areas do I want to know more about?
9/29	Online	<b>Inquiry Project</b> Online collaboration and research		<b>Collaborative Project:</b> Post draft of organizational plan

				for your group.
10/6	Online	<b>Teaching the Writing Process</b> Writing workshop structures and authoring writing curriculum.	<i>Inside Out:</i> Ch. 12 & 13 <i>Best Practices:</i> Choose two chapters from Part 1.	
10/13	Online	<b>DEMO:</b> Writing Workshop		
10/20	Online	<b>Inquiry Project</b> Online collaboration and research		<b>Collaborative Project:</b> Update online work on
10/27	Online	<b>Teaching Inquiry</b> Teaching inquiry to students using Socratic method. Implications for writing. Moving Socratic Seminar online.	<i>Best Practices:</i> Ch. 5 or 12	
11/3	Online	<b>Inquiry</b> Design inquiry project for students	<i>Best Practices:</i> Ch. 14 or 15	
11/10	Online	Online Socratic Seminar		Participate in online Socratic Seminar
11/17	Online	<b>Assessment</b> Authentic assessment. Managing the paper load. Assessing for learning vs. grading	<i>Inside Out:</i> Ch. 8-9 & 14 <i>Best Practices:</i> Ch. 7 & 13	<b>Case Study Sample #2</b>
11/24	Online	<b>DEMO:</b> Assessment		<b>Reflection #3:</b> Reflect on 3rd text for this class. How does it fit with what we've read and discussed?
12/1	Online	<b>Inquiry Project</b> Online collaboration and research		
12/8	Online	<b>Collaborative Group Debrief</b> Present findings from collaborative group project.		<b>Collaborative Group Project</b> <b>Case Study Report</b>

**\*\*\*Final drafts of Group Project and Case Study Report due by December 16, 2014**