



Graduate School of Education

Teaching Writing for Children and Adolescents

15:252:519

3 Credits

Summer, 2014

Instructor: Cynthia Pope	cindy.pope@gse.rutgers.edu
Phone Number 908-235-2986	Virtual Office
Office Hours: by appointment	Prerequisites or other limitations: Not Applicable
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: from the instructor

Learning goals

1. Provide an overview of Common Core Standards for writing and assessment tools.
2. Provide a foundation for understanding the different types of writing and different purposes.
3. Provide an understanding of the process and production of writing including technology use.
4. Develop a community of practice to foster collaborative peer editing and sharing.
5. Develop the skills necessary for research writing and citation of resources.
6. Overall, to apply the contemporary methods and theories for developing the writer's workshop model.

Course catalogue description

This course examines contemporary methods and theories that support children's writing development through each phase of the writing process. An in-depth exploration of the Common Core English Language Arts standards for K-8 will be included in each module along with varied text genres and writer's purpose. Writer's Workshop, craft techniques, mini-lessons, journals, peer collaboration methods and assessments will be topics discussed in the course.

Class materials:

Required Texts-

Tompkins, G. (2012) Teaching Writing: Balancing Process and Product (6th Ed.) Boston, MA: Allyn & Bacon

Gallagher, K. (2011) Write Like This: Teaching Real World Writing Through Modeling & Mentor Texts. Portland, ME: Stenhouse Publishers

Recommended Texts

Cunningham, P. & Cunningham, J. (2010) What Really Matters in Writing: Research Based Practices across the Elementary Curriculum, Boston, MA: Allyn & Bacon

Articles

Morgan, B. & Smith, R. (2008) [A wiki for classroom writing](#), *Reading Teacher*, 62(1), pp. 80-82

eHow Jorgensen (2012) [Copyright & Fair Use Policies for Teachers](#)

Additional Readings Added During Each Module

Grading:

Assignments are given points based upon degree to which these components are completed:

1) Each activity fulfilled all basic requirements of the assignment, 2) each part of an activity exhibited thought and effort, and 3) materials submitted for each activity demonstrated a strong grasp of concepts/topics. Cooperative activities should include sufficient individual contributions required to complete projects. All work should also include thoughtful self reflection.

Grading will be completed by the instructor but self assessment using the criteria above will allow thoughtful discussion for any grading concerns that may arise throughout the course. Please allow one week for feedback on course work unless it is needed sooner to move forward on tasks.

Grading is based upon a 100 scale:

A	90 - 100 points
B+	85 - 89 points
B	80 - 84 points
C+	75 - 79 points
C	70 - 74 points
D	60 - 69 points
F	0 - 59 points

Lesson Specific Standards (broken down into Common Core Standards)

Source: <http://www.corestandards.org/>

Anchor Standard	Area of Writing	Strand
CCSS.ELA-Literacy.W.1	Write Opinion Pieces	Text Types and Purposes
CCSS.ELA-Literacy.W.2	Write informative/explanatory texts	Text Types and Purposes
CCSS.ELA-Literacy.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events	Text Types and Purposes
CCSS.ELA-Literacy.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Text Types and Purposes
CCSS.ELA-Literacy.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	Production and Distribution of Writing
CCSS.ELA-Literacy.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	Production and Distribution of Writing
CCSS.ELA-Literacy.W.7 CCSS.ELA-Literacy.W.8	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.	Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge
CCSS.ELA-Literacy.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

Description of activities

Participation in Online Classes: The course is designed in a module format which consists of 6 major sections listed below. Each module is one week of study. Students are asked to log into eCollege three or more times per week and to check the announcements every time. Please contact me immediately if you are having technology issues that you cannot resolve so that you can be helped.

Class Meetings: The course will meet online. The course will offer optional synchronous (same-time/on-line) live courses with dates to be listed on the Announcement page of eCollege (<http://rutgersonline.net/>). Students are asked to participate in these sessions to learn how these technologies work. These classes are also recorded and students may review the class content. During our meeting time we will participate in varied synchronous technologies including chat and video conferencing. Students are asked to participate in these sessions to learn how these technologies work so that they may apply these technologies in their own practice.

Course Component Assignments- Each module will have three active-learning components:

1. **Writing Responses** which relate to the assigned readings (50 Percent of Grade).
2. **Discussions** that pertain to the topics learned and require collaboration with classmates (25 Percent of Grade).
3. **Activities and Applications** for each module that permit guided practice of the theories in the modules plus use of technologies that can be integrated into your teaching. Each module has individual activities or applications including digital writing tools which will provide a capstone portfolio of the course (25 Percent of Grade).

Assignments should be uploaded to the Digital Drop-box on the eCollege website unless specified. There will be a loss of credit for work not turned in by the due date.

Academic integrity: Make sure that you provide proper citations for all materials that you use in your lesson and unit plans. All assignments must demonstrate adherence to [Rutgers Academic Integrity Policy](#). See eCollege Module Pages for Detailed Assignment Information.

Technology Concerns- New technologies will be modeled throughout the course. As is the case with technology, it is possible that the technologies may not work due to Internet availability and other factors. It is always advisable to have a back-up plan if the technology does not work as expected. You are not expected to become a technology wizard from this course. The overall goal is for you is to have a comfort and ease in integrating technology into your lessons.

Tentative list of topics for discussions (by week)

Module	Topic	Assignment (Ch)	Standards
1	Introductions Course Syllabus Common Core Curriculum Priming the Pump for Writing Writing Process Components Types of Writing Genres	1) Complete Readings 2) Complete reading of Common Core standards 3) Complete memoir 4) Complete module 1 discussion	CCSS.ELA-Literacy.W.3
2	Foundational Theories of Writing Instruction Development of Writers Workshop Peer Collaboration	1) Complete Readings 2) Complete explanatory text 3) Complete module 2 discussion	CCSS.ELA-Literacy.W.5
3	Development of Digital Tools for Writing Blogs, Wikis, Social Networking and Collaborative Learning	1) Complete Readings 2) Design writing web page 3) Complete module 3 discussion	CSS.ELA-Literacy.W.6
4	Informational Writing Research Principles MLA Format	1) Complete Readings 2) Plan research mini-project 3) Review MLA Format 4) Complete module 4 discussion	CCSS.ELA-Literacy.W.2 CCSS.ELA-Literacy.W.7
5	Argument and Other Text Forms Assessment	1) Complete Readings 2) Start an argument in writing 3) Complete module 5 discussion	CSS.ELA-Literacy.W.1
6	Creative Writing Collaborative Writing	1) Complete Readings 2) Sharing Sessions 3) Complete module 6 reflection	CSS.ELA-Literacy.W.6

Partial List of Supplemental Readings, Videos and Websites

Lesson Plan

Scholastic Heart Map:

http://www.scholastic.com/content/collateral_resources/pdf/h/HPLesson1_Final.pdf

Print Resources

Anderson, C. (2009). Strategic Writing Conferences, Portsmouth: Heinemann, Retrieved from: <http://strategicwritingconferences.com/resources/SWCTopicCon4.pdf>,

Bromley, K., (2003). Building a Sound Writing Program. In *Best Practices in Literacy Instruction*, edited by L. M. Morrow, L. B. Gambrell, and M. Pressley, 143-165. New York: Guilford Press. Retrieved from:

<http://annenberghmedia.org/workshops/readingk2/support/SoundWritingProgram.1.pdf>

<http://www.learner.org/workshops/readingk2/support/SoundWritingProgram.2.pdf>

<http://www.learner.org/workshops/readingk2/support/SoundWritingProgram.3.pdf>

Graves, D. (2004). What I Have Learned From Teachers of Writing. *Language Arts*, (82) 2. Retrieved from:

<http://pwpresearch.wikispaces.com/file/view/What+I+have+learned+from+Teachers+-+Graves.pdf>

Videos

Calkins <http://www.youtube.com/watch?v=WO29k1-RvsA>

Graves http://www.youtube.com/watch?feature=player_embedded&v=cZ_sXJKiiSA#t=3

Graves http://www.youtube.com/watch?feature=player_embedded&v=zb8aPhXztvU#t=17

Websites

<http://www.enchantedlearning.com/essay/writing.shtml>

<http://www.citationmachine.net>

<http://www.kidblog.org>

<http://www.learner.org/workshops/readingk2/session5/index.html>

<http://www.learner.org/resources/series162.html>, <http://www.learner.org/resources/series205.html>

<http://www.learner.org/workshops/teachreading35/session4/intpop.html>

<http://www.learner.org/workshops/teachreading35/session4/sec4p3.html>

<http://www.learner.org/workshops/middlewriting/prog1.html>

<http://www.learner.org/resources/series192.html>, <http://www.learner.org/workshops/hswriting>

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<https://owl.english.purdue.edu/owl/resource/747/01/>

<http://www.poetryfoundation.org/children/video>

<http://www.ralphfletcher.com/tips.html>

<http://www.readwritethink.org/>

<http://rubistar.4teachers.org/>

<http://www.wikispaces.org>

<http://writingfix.com/index.htm#>