

## Teachers As Writers

15:252:521

3 Credits; Summer 2014

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

**Dates: Tuesday 27<sup>th</sup> May - Tuesday 17<sup>th</sup> June 2014**

### Contact Information

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Phone Number 848-932-0801	10 Seminary Pl Room 229 D
Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

### Learning Goals

1. To conceptualize the process, practice, and product of writing multiple genres.
2. To critically engage in and reflect on the process of writing as a method of inquiry in order to understand self as a writer.
3. To actively participate in a community of writers.
4. To explore theoretical, sociocultural, ideological, literary, and pedagogical issues related to professional writing.
5. To compose, review and publish writing.

### Course catalogue description

Students write, exchange their writing, and respond to the writing of others on a daily basis. The analysis of their own activities, as well as current research and theory in composition, form the basis for developing appropriate and effective teaching strategies. The course provides a framework for understanding of the writing process, and points of inquiry into issues related to writers and writing multiple genres, and self as writer. Students are encouraged to see themselves as part of a writing community.

**Course materials:** All course readings are available on **Sakai** course website

### Grading and Activities

#### Grading

Writer's Journal & Response: **20 %**

Creative Writing: **20%**

Conference & Grant Proposal: **20%**

Writer's Cafe Presentation: **20%**

Participation/Attendance: **20%**

**Total: 100 %**

### Writer's Journal & Response (20 points)

You are expected to view the Writer's Journals as a platform for working through your writing process and sharing initial drafts. Therefore, you should make every effort to engage in critical dialogue with the writing in a way that will help push the writer's thinking and enhance the quality of the piece.

**Writing Entries:** There must be a total of 4 original pieces of writing posted representing **4** different **genres of writing**.

**Response:** Students must respond to writing entry of his/her peers. This Response must engage in substantive feedback on the writing.

**Submit one Writing entry and one Response on Sakai per assigned due date:**

**Writing 1:** Thursday 27<sup>th</sup> May @ 11:55 p.m.

**Response 1:** Saturday 31<sup>st</sup> May @ 9:00 a.m.

**Writing 2:** Saturday 31<sup>st</sup> May @ 11:55 p.m.

**Response 2:** Tuesday 3<sup>rd</sup> June @ 9:00 a.m.

**Writing 3:** Tuesday 3<sup>rd</sup> June @ 11:55 p.m.

**Response 3:** Thursday 5<sup>th</sup> June @ 9:00 a.m.

**Writing 4:** Thursday 5<sup>th</sup> June @ 11:55 p.m.

**Response 4:** Saturday 7<sup>th</sup> June @ 9:00 a.m.

**Writing 5:** Saturday 7<sup>th</sup> June @ 11:55 p.m.

**Response 5:** Tuesday 10<sup>th</sup> June @ 9:00 a.m.

## **Conference and Grant Proposal** (20 points)

Because writing is integral to educators' roles and responsibilities as researchers, practitioners, and professionals, students will engage in a specific aspect of professional writing: conference and grant proposal.

Each group must collaborate to compose:

1. Conference proposal for the National Council of Teachers of English (NCTE) Annual Convention
2. Submit an application for the CEE Cultural Diversity Grant **OR** the James Moffett Award

**Due Date:** Conference and Grant Proposal is due on **Saturday 14<sup>th</sup> June 2014**.

## **Personal/Creative Writing** (20 points)

Each student must compose one identity piece (e.g. autobiography, narrative, creative nonfiction, fiction, poetry, song, monologue etc.). The process of writing this signature piece that draws on each writer's individual identity and personal experiences will form the basis of the work done in writing groups, workshops and one-on-one conferences.

**Due Date:** Personal Writing is due on **Tuesday 17<sup>th</sup> June 2014**.

## **Writer's Café Presentation** (20 points)

Publishing includes public sharing of personal writing/voice. On the final day of class (**Tuesday 17<sup>th</sup> June**), we will hold a Writer's Café where you will share/present/perform one of your compositions. The piece selected must show evidence of your growth, and rehearsal. You must also be prepared to respond to feedback/comments from the audience.

**Due Date:** Writer's Café presentation is **Tuesday 17th June 2014**.

## **Writing Portfolio** (20 points)

For this assignment, each student will compile a **multi-genre portfolio** of writing produced during the course. **The portfolio must include at least 8 pieces of original writing using at least 5 genres.**

The portfolio must include:

1. **Author's Statement /Preface** outlining the themes, scope, and rationale for content, genres, title, aim and organization of the portfolio. (1 page)
2. **Reflection:** Reflection on self as writer (a) How your background (personal history, values and experiences) as a writer informs your views of writing and yourself as a writer (b) How this experience has shaped your understanding of writing and the teaching of writing (c) Your views on your growth and risks as a writer. (1-2 pages)
3. **Writings:** 8 original pieces of writing
4. **Process artifacts:** In a thematic way, include process pieces that connect the 8 original pieces together (e.g. drafts, mentor texts, artifacts, visuals/images, prompts, reflections/journal entries etc.)

**Due Date:** Writing Portfolio is due on **Tuesday 17th June 2014**.

## **Participation/Attendance** (20 points)

Your active involvement in the business of the class is expected and required:

A key component of coursework is contributing to writing groups, online discussions, participation in activities, and providing classmates with feedback.

You must be fully prepared to engage in all course tasks and complete all assignments including discussions, activities (individual and group, in-class and online), and consultations with instructor.

All work must be submitted on time. Regular, punctual attendance is required. Absences and tardiness will be penalized: Two unexcused absences will result in the lowering of your final grade by one letter grade: A weekday session counts as one absence; A Saturday session counts as two absences.

**Disability Requirements:** In accordance with Rutgers University policy, qualified students with disabilities will be reasonably accommodated. Please direct disability request(s) to instructor.

**Academic Integrity:** With reference to the Rutgers University Policy on Academic Integrity, please note the following:

*Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.*

<http://ctaar.rutgers.edu/integrity/policy.html#Integrity>

## **General Session Outline**

Date	Readings (Due Date)	Home Work	Topic/Activities	Assignments (Due Date)
Tuesday 27 <sup>th</sup> May		Bring Identity artifact for next class	<i>Writing as a Method of Inquiry</i> *I Am/Where I'm From *Reflection *Syllabus	
Thursday 29 <sup>th</sup> May	BxB (3-43) Hooks—Writing for Darkness Heard—Writing toward Home		<i>Writing as Voice</i> *Artifact share *WIWMWTD; Monologues *Drafting *Readings discussion	Journal #1
Saturday 31 <sup>st</sup> May	Heard (27-46) BxB (44-94) Awakening (Chap 1)	Bring mentor text for next class	<i>Community of Writers</i> *Choose writing groups *Workshop *Line 4 walk & Heartmapping *Feedback protocol *Readings discussion	Response #1 Journal #2
Tuesday 3 <sup>rd</sup> June	King—Toolbox BxB (131-182) Awakening—Chap 3 Murray—How to Get Writing	*Create Proposal Writing Group *Bring evocative photo	<i>Writing as Craft</i> *Mentor text sharing *Readings discussion *Workshop *Photo-writing-photo	Response #2 Journal #3
Thursday 5 <sup>th</sup> June	Romano (5-7) Awakening—Chap 5		<i>Multigenre Writing</i> *Found *Writing w/ video & music & visuals **Eavesdropping *Readings discussion	Response #3 Journal #4
Saturday 7 <sup>th</sup> June	Murray—Teaching Writing King—On Writing Jensen—Don't Bore Emig	Visit: <a href="http://www.becoming3lectric.com/">http://www.becoming3lectric.com/</a>	<i>Writer's Circle</i> *Workshop (rough drafts) *One-on-one conferences *Readings discussion	Response #4 Journal #5
Tuesday 10 <sup>th</sup> June	Allison (9-36; 165) hooks—Labels; Class (46; 97)		<i>Politics of Writing</i> *Readings discussion	Response #5
Thursday 12 <sup>th</sup> June	Review Criteria	Prepare for Writing Retreat	*Workshop (drafts)	
Saturday 14 <sup>th</sup> June		Rehearse for Writer's Cafe	<i>Writing Retreat</i>	Conference/Grant Proposal
Tuesday 16 <sup>th</sup> June			<i>Writer's Cafe</i>	*Writer's Café *Portfolio