

Teaching Writing: Approaches and Practices

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Course Description

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.

Course Overview

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?

Assessment

Students' progress toward meeting course goals and answering essential questions will be evaluated through the following assignments:

- Blended learning inquiry project
- Case study of student writing
- Reflection papers

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 21st 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

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, Steve, Charles A Macarthur, and Jill Fitzgerald, eds. *Best Practices in Writing Instruction*. New York: The Guilford Press, 2007.

Kirby, Dan, Dawn Latta Kirby, and Tom Liner. *Inside Out, 3rd ed.* Portsmouth: Heinemann, 2004.

Online Space

We will be using a wiki to share ideas and materials throughout the semester. We will get everyone set up on the wiki in the first week of class.

Course Assignments and Grading

Assignment sheets and assessment criteria will be distributed in class and posted on the wiki.

Attendance Policy

Your participation in all class and online activities and discussions is very important for everyone involved. Because of this, absences and tardiness will affect your grade. 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.

Class Schedule

Readings may change as the semester progresses.

| Date | Mode | Class Topic | Readings to be completed for this class | Other assignments to bring to class/post online/email |
|-------|------------------------------|---|---|---|
| 9/7 | Online | A Writer Teaches Writing What is writing and what do writers do? Who are we as writers and what is our process? | | |
| 9/14 | Online | Teach the Writer, not the Writing Who are the writers we teach? What instruction do these writers need? | <i>Inside Out:</i> Ch. 1-3 | Reflection #1: Who am I as a writer/who am I as a teacher of writing? |
| 9/21 | Online | A Community of Writers How can we develop a community of writers in our classroom? | <i>Inside Out:</i> Ch. 4-5 | |
| 9/28 | Online | Our Writing Community What are our areas of expertise? How can we help each other? Organizing collaborative groups. | <i>Inside Out:</i> Ch. 6 & 7 | Case Study Sample #1 Bring copies of student work for Case Study. Reflection #2: What areas of writing instruction do I do well? What areas do want to know more about? |
| 10/5 | Online | Inquiry Project Online collaboration and research | | Collaborative Project: Post draft of organizational plan for your group. |
| 10/12 | Online | Teaching the Writing Process Writing workshop structures and authoring writing curriculum. | <i>Inside Out:</i> Ch. 12 & 13 <i>Best Practices:</i> Choose two chapters from Part 1. | |
| 10/19 | Online | DEMO: Writing Workshop | | |
| 10/26 | Online | Inquiry Project Online collaboration and research | | Collaborative Project: Update online work on |
| 11/2 | Online | Teaching Inquiry Teaching inquiry to students using Socratic method. Implications for writing. Moving Socratic Seminar online. | <i>Best Practices:</i> Ch. 5 or 12 | |
| 11/9 | Class | Inquiry Design inquiry project for students | <i>Best Practices:</i> Ch. 14 or 15 | |
| 11/16 | Online | Online Socratic Seminar | | Participate in online Socratic Seminar |
| 11/23 | NO CLASS-THANKSGIVING RECESS | | | |
| 11/30 | Online | Assessment 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 | Case Study Sample #2 |
| 12/7 | | DEMO: Assessment | | Reflection #3: Reflect on 3rd text for this class. How does it fit with what we've read and discussed? |
| 12/14 | Online | Inquiry Project Online collaboration and research | | |
| 12/21 | Online | Collaborative Group Debrief Present findings from collaborative group project. | | Collaborative Group Project Case Study Report |

