RUTGERS
Graduate School of Education

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Teaching Writing for Children and Adolescents
Course: 15:252:519
3 Credits
Summer, 2015

Instructor: Cynthia Pope	cindy.pope@gse.rutgers.edu
Phone Number 908-235-2986	Virtual Office
Office Hours: by appointment Google Calendar	Prerequisites or other limitations: Not Applicable
Mode of Instruction: ___ Lecture ___ Seminar __ Hybrid _X_ Online ___ Other	Permission required: _x_ No __ Yes Directions about where to get permission numbers: from the instructor

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

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.

New Jersey Professional Standards for Teachers (2014)[1]:

The course addresses the following New Jersey Professional Teaching Standards:

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.

    i. **Performances:**
        2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

ii. Essential Knowledge:
1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals

iii. Critical Dispositions:
3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
4) The teacher seeks to foster respectful communication among all members of the learning community.

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.

i. Performances:
1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards
7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

iii. Critical Dispositions:
1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:
1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills

ii. Essential Knowledge:
4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

iii. Critical Dispositions:
2) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

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.

i. Performances:
4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instruc-

tional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

    i. Performances:

        7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

    ii. Essential Knowledge:

        3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

        4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

        5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning

    iii. Critical Dispositions:

        3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning

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

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

1. Writing Responses which relate to the assigned readings (50 Percent of Grade).
Module 1- 10 points Personal Narrative/Memoir
Module 2- 10 points Explanatory Essay
Module 3- Web site/Literacy Analysis Lesson Plan Count as Activity 15 points
Module 4- 10 points Informational Research Essay
Module 5- 10 points Argumentative Essay
Module 6- 10 points Creative/Collaborative Expression with Multimedia

2. Discussions that pertain to the topics learned and require collaboration with classmates.
(25 Percent of Grade)

Module 1- 5 points Introduction
Module 2- 5 points Tompkins Classroom
Module 3- 5 points Tompkins Classroom
Module 4 -5 points Tompkins Classroom
Module 5- 5 points Tompkins Classroom
Module 6- Creative Writing Collaboration Counts as Activity 10 points

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): Website (15 points) and Multimedia Tool (10 points)

Extra Credit Archived Movie Reviews 5 points

Lesson Specific Standards (by 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**
CSS.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	**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).**	**Research to Build and Present Knowledge**
CCSS.ELA-Literacy.W.8	**Recall information from experiences or gather information from provided sources to answer a question.**	
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). Discussions are posted in eCollege.

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. 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.

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.

See eCollege Module Pages for Detailed Assignment Information.

Tentative list of topics for discussions (by week) May 4, 2015 Subject to Change

Module	Topic	Assignment	Standards
Introduction Week 1 July 6-8	Introduction Course Syllabus Common Core Curriculum	Complete Readings 1) 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. Section 1, Section 2, Section 3 2) Graves, D. (2004). What I Have Learned From Teachers of Writing. *Language Arts*, (82) 2. 3) Complete reading of Common Core standards Pgs 18-21 4) Complete Digital Discourse Introduction including Six Word Memoir	**CCSS.ELA-Literacy.W.3**
Module 1 Week 1 Continued 7/9-7/12	Priming the Pump for Writing Writing Process Components Types of Writing Genres/ Text Types	1) Complete Readings Tompkins Chapter 1, 8 Skim Chapter 10 as needed Gallagher Chapter 1, 2 Read Robb Section on Memoir 2) View Text Types Web Page 3) Complete personal memoir or other narrative task View Heart Map Activity Use Write It Process Use Fletcher as an example	**CCSS.ELA-Literacy.W.3**

		4) Complete Module 1 discussion response on eCollege	
Module 2 Week 2 7/13-7/19	Foundational Theories of Writing Instruction Development of Writers Workshop Peer Collaboration	1) Complete Readings Tompkins Chapter 2, 3, 9 Gallagher Chapter 3 2) Complete explanatory text 3) Complete Module 2 discussion	**CCSS.ELA-Literacy.W.5**
Module 3 Week 3 7/20-7/25	Development of Digital Tools for Writing Blogs, Wikis, Social Networking and Collaborative Learning	1) Complete Readings Tompkins Chapter 5 Gallagher Chapter 4 2) Design writing web page 3) Complete Module 3 discussion 4) Mid-course journal reflection 5) Design a literary analysis lesson	**CSS.ELA-Literacy.W.6**
Module 4 Week 4 7/26-7/31	Informational Writing Research Principles MLA Format	1) Complete Readings Thompkins Chapter 10 Gallagher Chapter 5 2) Complete Biography mini-research project 3) Review MLA Format 4) Complete Module 4 discussion Assignment	**CCSS.ELA-Literacy.W.2 CCSS.ELA-Literacy.W.7**
Module 5 Week 5 8/1-8/6	Argument and Other Text Forms Assessment	1) Complete Readings Tompkins Chapter 11 Gallagher Chapter 7, Chapter 8 2) Start an argument in writing about digital literacy 3) Complete Module 5 discussion 4) Complete Voice Thread argument 5) Complete supplemental readings on opinion/persuasive writing genre	**CSS.ELA-Literacy.W.1**
Module 6 Week 6 8/7-8/12	Creative Writing Collaborative Writing	1) Complete Readings Tompkins Chapter 6,7 Gallagher Chapter 6,9 2) Complete creative writing assignment 3) Post Work to Wiki 4) Online Sharing Sessions 5) Complete Module 6 reflection in eCollege Journal.	**CSS.ELA-Literacy.W.6**

Partial List of Supplemental Readings, Videos and Websites

<u>Lesson Plan</u>
Scholastic Heart Map:
http://www.scholastic.com/content/collateral_resources/pdf/h/HPLesson1_Final.pdf

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

Supplemental Websites
https://www.noredink.com
http://www.enchantedlearning.com/essay/writing.shtml
http://www.citationmachine.net
http://www.kidblog.org
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#

Supplemental Online Writing Workshops
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

Supplemental Materials
http://viewer.zmags.com/publication/a1e0f66a#/a1e0f66a/30
http://futureahead.org/files/documents/How-To-Read-A-Book.pdf
http://parcconline.org/sites/parcc/files/DRAFT%20PARCC%20K-2%20MCF%20for%20ELA-Literacy_011314.pdf
http://parcconline.org/sites/parcc/files/PARCC-K-2-MCF-for-ELA-Literacy-9-24-14.pdf
http://www.parcconline.org/sites/parcc/files/Grades%203-5%20Writing%20Evidence%20Tables.pdf
http://www.parcconline.org/sites/parcc/files/Grades%206-8%20Writing%20Evidence%20Tables.pdf