

## Teachers As Writers

15:252:521

**3 Credits; Summer 2015**

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

**Dates: Tuesday 26<sup>th</sup> May - Tuesday 16<sup>th</sup> June 2015**

Tue/Thur: 4:00 - 8:00 p.m. & Sat: 9:00 a.m. - 4:00 p.m.; **Milledoler Hall 100**

### Contact Information

Instructor: Cheryl McLean	<a href="mailto:cheryl.mclean@gse.rutgers.edu">cheryl.mclean@gse.rutgers.edu</a>
Teaching Assistant: Antoinette Barriga	antoinette.barriga@gse.rutgers.edu
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 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: Course 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, 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

Writing Pieces & Peer Feedback: **20 %**

Identity Piece: **20%**

Blog Manuscript: **20%**

Writing Portfolio: **20%**

Participation/Attendance: **20%**

**Total: 100 %**

## Writing Pieces & Peer Feedback (20 points)

*As a writer*, you are expected to view the four Writing Pieces as a platform to develop your writing by working through your writing process, sharing initial drafts and using peer feedback to inform your revisions. *As a reader* of your peers' writing, 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 Pieces:** There must be a total of 4 original pieces of writing posted representing 4 different **genres of writing**.

**Peer Feedback:** Students must provide feedback on the writing pieces of all members of their respective Writing Groups. Each response must engage in substantive feedback on the writing and should incorporate the class readings.

Per assigned due date, submit one Writing Piece and Peer Feedback for each group member on the Forum page on Sakai:

**Writing #1:** Thursday 28<sup>th</sup> May @ 11:55 p.m.

**Feedback #1:** Saturday 30<sup>th</sup> May @ 9:00 a.m.

**Writing #2:** Saturday 30<sup>th</sup> May @ 11:55 p.m.

**Feedback #2:** Tuesday 2<sup>nd</sup> June @ 9:00 a.m.

**Writing #3:** Tuesday 2<sup>nd</sup> June @ 11:55 p.m.

**Feedback # 3:** Thursday 4<sup>th</sup> June @ 9:00 a.m.

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

**Feedback #4:** Saturday 6<sup>th</sup> June @ 9:00 a.m.

## Blog Manuscript (20 points)

Because writing is integral to educators' roles and responsibilities as researchers, practitioners, and professionals, all students will engage in a specific aspect of professional writing: manuscript to be submitted for publication.

Each student must compose and submit a manuscript for publication in the National Council of Teachers of English (NCTE) blog, *Writers Who Care*: <http://writerswhocare.wordpress.com/authors/>

1. Review the blog focus, and submission guidelines of the blog, *Teachers, Profs, Parents: Writers Who Care*.
2. Compose an original piece of writing for publication on the blog.
3. Submit a manuscript to the editors of *Teachers, Profs, Parents: Writers Who Care* on or before **June 15<sup>th</sup>** to be considered for review.

**Due Date:** Manuscript on **Saturday 13<sup>th</sup> June 2015**; Submission email confirmation: **Monday 15<sup>th</sup> June 2015**.

## Identity Piece (20 points)

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

**Due Date:** Identity Piece is due on **Tuesday 16<sup>th</sup> June 2015**.

## Writing Portfolio (20 points)

For this assignment, each student will compile a **multi-genre portfolio** of all the writing produced during the course. **The portfolio must include at least 5 pieces of original writing using at least 4 genres.**

The portfolio must include:

1. **Author's Statement /Preface:** Outline of the themes, scope, 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 you took as a writer. (1-2 pages)
3. **Writing Pieces:** 5 original pieces of writing
4. **Process artifacts:** In a thematic way, include process pieces that connect the 5 original pieces together (e.g. drafts, mentor texts, artifacts, visuals/images, prompts, reflections/journal entries etc.)

**Due Date:** Writing Portfolio is due on **Tuesday 16th June 2015.**

[Electronic and/or hard copies as necessary on Sakai or in-class.]

## Participation/Attendance (20 points)

### \* *Writers' Café Presentation*

Publishing includes public sharing of personal writing/voice. On the final day of class (**Tuesday 16<sup>th</sup> June**), we will hold a Writers' Cafe 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 16th June 2015.**

### \* *Writing Community:* Your active involvement in the business of the class is expected and required.

A key component of coursework is contributing to writing groups, and 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.

\* **Deadlines:** All work must be submitted on time.

### \* *Attendance:*

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.** Each weekday session counts as one absence; Each 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	Homework (due next class)	Topics/Activities	Resources	Assignments Due
Tuesday 5/26			<i>Writing as a Method of Inquiry</i> * I Am/Where I'm From? *Reflection *Syllabus *Artifact sharing *Intro to Mini Writing Lesson		
Thursday 5/28	Heard (27-46) BxB (44-94) Awakening (Ch. 1)	Bring mentor text for next class  <a href="#">Sign Up on Conference Wiki</a>	<i>Community of Writers</i> * Choose writing groups * Drafting *Line 4 walk & Heartmapping *Reading discussion *Discuss <a href="#">Writers Who Care</a> Blog		Writing Piece # 1
Saturday 5/30	BxB (3-43) Hooks - Writing for Darkness Heard- Writing toward Home	Bring evocative photo	<i>Writing as Voice</i> *Mentor text sharing *WIWMWTD, Monologues *Drafting *Workshop *Reading discussion *One-on-one conferences		Peer Feedback #1 Writing Piece #2
Tuesday 6/2	King-Toolbox BxB (131-182) Awakening- Ch 3 Murray- How to Get Writing Dominus- Stephen King's Family Business		<i>Writing as Craft</i> *Reading discussion *Workshop *Photo-writing-photo *Guest Presenters: early career Teachers	<a href="#">Stephen King's Family Business</a>	Peer Feedback #2 Writing Piece #3
Thursday 6/4	Romano (6-7) Awakening Ch. 5	Tweet to hashtag	<i>Multigenre Writing</i> *Found Poem *Taylor Mali- <i>What Teachers Make</i> * <a href="#">Asia-The Waiting</a>	<a href="#">Taylor Mali- What Teachers Make</a>	Peer Feedback # 3 Writing Piece # 4

			<a href="#">Hour</a> **Eavesdropping *Reading discussion		
Saturday 6/6	Murray- Teaching Writing King- On Writing Jensen-Don't Bore Emig	Prepare Mini Writing Lesson (Presenters # 1-8)	<b><i>Writers' Circle</i></b> *Workshop (rough drafts) * <i>One-on-one conferences</i> *Reading discussion *Feedback protocol *Creation/discussion of rubrics	Sample Rubrics	Peer Feedback # 4  Tweet to hashtag
Tuesday 6/9	Allison (9-36; 165) Hooks—Labels; Class (46; 97)	Prepare Mini Writing Lesson (Presenters # 9-17)	<b><i>Politics of Writing</i></b> *Reading discussion *Mini 10-minute Writing Lesson Presentations # 1-8 *3 Genres of Poetry	<a href="#">Sandra Cisneros- The Story of House on Mango Street</a>  <b>Woodson</b> — Brown Girl Dreaming  <b>Billy Collins</b> — Forgetfulness  <b>Cisneros</b> — House on Mango Street	
Thursday 6/11		Prepare for Writing Retreat	*Mini 10-minute Writing Lesson Presentations # 9-17 *Feedback on draft of NCTE <a href="#">Writers Who Care</a> Blog		*Draft of <a href="#">Writers Who Care</a> Blog
Saturday 6/13			<b><i>Writing Retreat</i></b> * <i>One-on-one conferences</i>		* <a href="#">Writers Who Care</a> Blog Manuscript Submission  *Email confirmation due June 15 <sup>th</sup>
Tuesday 6/16			<b><i>Writers' Cafe</i></b>		<b>Writers' Café</b> *Portfolio *Identity Piece