

## Rutgers, The State University of New Jersey

### 15:252:525:G1, G2 & G3 Writing Project Workshop: Bringing Research and Theory into Practice

1,3, or 6 Credits

Summer 2015

In-person dates: July 6, 10, 13, 16 and 17

9 a.m. to 3 p.m.

Online dates:

July 7-9 and July 14-15

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

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Phone Number : 610-657-9646	Location: Graduate School of Education
Office Hours: By appointment	Prerequisites or other limitations: <i>Application to the National Writing Project at Rutgers University</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input 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: Dr. Cynthia Pope- <a href="mailto:cindy.pope@gse.rutgers.edu">cindy.pope@gse.rutgers.edu</a>

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:

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 21<sup>st</sup> 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

### **New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

1. Standard One: Learner Development. The teacher understands how learners grow

and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Standard Two: Learning Differences. The teacher uses understanding of

individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. 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.

4. 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.

6. 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.

8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

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<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

## Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

### **Course catalog description:**

Current research and theory in composition. Students write, critically examine their experiences as writers, and discuss research and theory as means to become more reflective practitioners.

### **Other description of course purposes, context, methods, etc.:**

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 explore their own writing practices as a means of improving their writing instruction. Through this experience, teachers will be able 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.

### **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 are the successes and struggles that I have faced as a teacher of writing?
- What works in writing instruction? How do I best share this knowledge and practice with other teachers?

### **Required texts:**

There are three required texts for this course. In addition, you will read additional writing texts on your own. I will provide a list of suggested titles for this additional text.

#### *Required Reading*

- Hillocks, George (1995). *Teaching writing as reflective practice*. New York: Teachers College Press.
- Murray, Donald. (2003). *A writer teaches writing*. Portsmouth, NH: Heinemann.
- Veteranyi, Aglaja. (2012). *Why the child is cooking in the polenta*. Urbana, Ill: Dalkey Archive Press.

Additional readings are available on **eCollege** course website

**Grading policy:**

**Evaluation of Written Work:** Students’ progress toward meeting course goals and answering essential questions will be evaluated through the following assignments:

- Evocative Writing
- Professional Writing
- Reflection papers
- Final Portfolio
- Participation in daily discussions, discussion threads, and feedback to peers
- Final Teaching Demonstration Lesson

**Academic Integrity Policy:**

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.

**Web site:**

Assignment sheets and assessment criteria will be posted on the eCollege shell.

**Course Requirements**

**Attendance Policy –**

Your participation in all in-person and online course and activities and discussions is very important for everyone involved. Because of this, absences and tardiness will affect your grade. Full participation in class, individual and group online discussions, activities, meetings, and wikis is expected. 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 or points will be deducted.

**Summary of Requirements**

Through weekly course discussion, inquiry, case studies, reflection papers, and research on writing and the teaching of writing, participants will engage in the writing process as experiential learners and practitioners of writing.

**Course Schedule by Week**

Readings may change as the semester progresses.

Week	Mode	Class Topic	Readings to be completed for this class	Other Assignments
7/6	In-person	<b>Teachers as Writers</b> What is writing and what do writers do? Who are we as writers and what is our	Hillocks Murray Veteranyi	Reflection One-Pagers Evocative Writing Piece

	and Online	process? Who are the writers we teach? What instruction do these writers need? How can we develop a community of writers in our classroom?		Professional Writing Piece
7/13	In- person and Online	<b>Teachers as Researchers</b> What are our areas of expertise? How can we help each other?	Hillocks Murray Independent Research for Demo	Teaching Lesson Demonstration Portfolios

**\*\*\*Final drafts of Professional Piece and Portfolio due by July 24, 2015**