RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

Rutgers, The State University of New Jersey

15:252:521 Teachers as Writers
3 Credits
Spring 2016
Hybrid- Online/In-Person
Graduate School of Education, Rutgers, The State University of New Jersey
Dates: Tuesday 19 January – Thursday 5th May

Instructor: Margaret Devine	Email: madevine@rci.rutgers.edu
Phone Number : 610-657-9646	Location: Graduate School of Education
Office Hours: By appointment	Prerequisites or other limitations: *None*
Mode of Instruction: ___ Lecture ___ Seminar __X_ Hybrid ___ Online __X_ Other- In-person classes at Hillsborough.	Permission required: _X_ No __Yes Directions about where to get permission numbers:

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: hhttps://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 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

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

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)[2]:

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-

---

[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf
[2] http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

readiness standards.

Course catalog description:
The Teachers as Writers course is designed to move teachers recursively from the practice of writing, to theories about the writing process, to the practice of teaching writing, and back to their own more informed practice of writing. Two components of the course are objective discussion of theory and subjective reflection on one's own experience in the context of that theory.

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 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:
▪   How do we balance a commitment to student choice in writing with the need to maintain standards?
▪   How do we balance an understanding of each student's process of writing with the need to impose state rubrics and school requirements?
▪   How do we address the fact that every writer will have a different interpretation of a text with the need to define correct standards of interpretation?
▪   How do we give feedback for revision without violating a writer's sense of creative ownership?
▪   How do we balance our understanding that the reader should identify with reading materials with the need to teach a given curriculum and canon?

Required 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
- <u>Bird by Bird</u>   Anne Lamott   ISBN-13: 9780385480017
- <u>On Writing</u>   Stephen King   ISBN-13: 9780743455961
- <u>Blending Genre, Altering Style</u>   Tom Romano   ISBN-13: 9780867094787
- a folder for your writing

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 (25%)
- Portfolio (25%)
- Reflection papers (25%)
- Participation in weekly discussion threads, and feedback to peers (25%)

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 course online activities and discussions is very important for everyone involved. Because of this, absences and tardiness will affect your grade. Full participation in 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 threads, 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 to Post
1/19	In-Person	**A Writer Teaches Writing** Let's Write In-class Writing Exercise: Mapping What is a One-pager? What is an Artifact? Syllabus Review	Read Lamott (Introduction & Part 1), King (Toolbox).	*Bring Artifact #1, One-pager #1, 10 significant passages from your reading – typed size 20 – each on an individual strip of paper.*

1/26	In-Person	**Teach the Writer, not the Writing** Artifact Share Discussion: King and Lamott In-class Writing Exercise: TBD Establish Feedback Group Protocol	Read Lamott (Part 2), King (C.V.).	*Artifact #2, post copies of writing in progress for Feedback Group, a one-page example of good writing.*
2/2	Hybrid	**A Community of Writers** Artifact Share Discussion: Good Writing In-class Writing Exercise: TBD Protocol Review Feedback Groups Meet	Articles on eCollege	*Artifact #3, One-pager #2. Submit evocative writing for instructor's global comments.*
2/9	Hybrid	**Our Writing Community** In-class Writing Exercise: TBD Discussion: Reflectivity & Reflexivity	Articles on eCollege	*Wear comfortable footwear. Bring portable writing equipment and money for dinner / refreshments.*
2/16	In-Person	**Writing Marathon near Hillsborough**	Read Lamott (Part 3), King (On Writing).	*Artifact #4 (from the marathon).*
2/23	Hybrid	**Teaching the Writing Process** Artifact Share Demonstration Lesson: TBD In-class Writing Exercise: TBD	Read Lamott (Parts 4&5), King (On Living & Furthermore)	*Artifact #5, One-pager #3, copies? of writing in progress for Feedback Group.*
3/1	Hybrid	Artifact Share In-Class Writing Exercise: TBD Inner Circle/Outer Circle Discussion: King & Lamott Feedback Groups Meet		*Prepare 3 minute reading for Author's Chair. Submit final copy of evocative writing.*
3/8	In-Person	**Author's Chair** The Arrival Narrative: Intro Topic Brainstorm	Read Romano (Chapters 1-8).	*Artifact #6*
3/15		**Spring Recess**		
3/22	Hybrid	Artifact Share Film: TBD Discussion: Text(s) & Film	Read Romano (Chapters 9-16)	*Artifact #7, one page of writing (your own or others) for class activity. Find and copy or print 5 sources related to your research topic of interest.*
3/29	Hybrid	Artifact Share Mapping a Text How to Create an Annotated Bibliography Gigantic List of Genres	Read Romano (Chapters 17-24)	*Artifact #8, One-Pager #4, Copy of Arrival Narrative and Annotated Bibliography for Feedback Group*

		In-class Writing Activity: Altering Genre		
4/5	Hybrid	Artifact Share Demonstration Lesson: TBD Feedback Groups Meet		*Bring Artifact #9.* *By April 12th, submit electronic file of Arrival Narrative and Annotated Bibliography to instructor for global comments.*
4/12	Hybrid	Feedback groups meet for final draft of Arrival Narrative.		*Bring ENTIRE contents of writing folder.*
4/19	In-Person	Artifact Shsare Portfolio Assembly Steps, 1, 2, & 3		Artifact #10. Prepare at least one meditation for Feedback Group.
4/26	Hybrid	Artifact Share Feedback Groups Meet Portolio Assembly Steps 4 & 5		*Assemble portfolio and prepare to share in a 3-minute presentation. Please include a mailer (postage paid) for return of your portfolio with instructor comments.*
5/3	In-Person	Portfolio Share		

***Final drafts of Portofolio due by May 10, 2016**