

Teachers As Writers (15:252:521)

3 Credits; Summer 2016

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

Dates: Tuesday 31st May - Tuesday 14th June 2016

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	cheryl.mclean@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 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

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

Process: Identity Piece: **20%**

Process: Journal/Blog Manuscript: **25%**

Process: Participation/Attendance: **10%**

Product: Writing Portfolio: **25%**

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 written (and oral) 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. Written feedback will be provided in online writing groups on Sakai; oral feedback will be provided during designated in-person group meetings.

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

Writing #1: Thursday 2nd June @ 11:55 p.m.

Feedback #1: Saturday 4th June @ 9:00 a.m.

Writing #2: Saturday 4th June @ 11:55 p.m.

Feedback #2: Tuesday 7th June @ 9:00 a.m.

Writing #3: Tuesday 7th June @ 11:55 p.m.

Feedback # 3: Thursday 9th June @ 9:00 a.m.

Writing # 4: Thursday 9th June @ 11:55 p.m.

Feedback #4: Saturday 11th June @ 9:00 a.m.

Journal/Blog Manuscript (25 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 to (a) *The New Jersey English Journal* <http://www.njcte.com/n-j-english-journal/> OR (b) National Council of Teachers of English (NCTE) blog, *Writers Who Care*: <http://writerswhocare.wordpress.com/authors/>

1. Review the respective journal/blog focus, and submission guidelines.
2. Compose an original piece of writing for publication to the journal or blog.
3. Submit a manuscript to the editors of the respective journal/blog on or before **June 14th** to be considered for review.

Due Date: Manuscript submission & confirmation email by **Tuesday 14th June 2016**.

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.

(Identity piece will eventually be included in Writing Portfolio.)

Due Date: Identity Piece is due on **Saturday 11th June 2016**.

Writing Portfolio (25 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.** (*Identity piece* counts toward the 5 original pieces.)

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 (Product) Pieces:** 5 original pieces of writing
4. **Writing (Process) Artifacts:** Using an overarching theme, organize and include *process artifacts* (e.g. drafts, mentor texts, artifacts, visuals/images, prompts, reflections/journal entries etc.) so that they cohesively connect/weave together the 5 *original product pieces*.

Due Date: Writing Portfolio is due on **Tuesday 14th June 2016 @ 11:55 p.m.**
[Electronic copies only; upload to Dropbox on Sakai.]

Participation/Attendance (10 points)

* *Writers' Café Presentation*

Publishing includes public sharing of personal writing/voice. On the final meeting day (**Saturday 11th June**), we will hold a Writers' Café 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: Writers' Café presentation is **Saturday 11th June**.

* **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: One unexcused absence will result in the lowering of your final grade by half-letter grade. Two unexcused absences will result in the lowering of your final grade by one full 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 & Topics	Readings Due	Homework (due next class)	Topics/Activities	Resources	Assignments Due
Tuesday 5/31 <i>Writing as a Method of Inquiry</i>		<i>Choose Writing Groups</i> <i>One-On-One Conference Sign-up Wiki</i>	<i>Writing as a Method of Inquiry</i> Syllabus Review: *Discuss Manuscript Writers Who Care Blog * I Am/Where I'm From *Reflection *Syllabus *Artifact sharing	The Match That Lights the Fire	
Thursday 6/2 <i>Community of Writers</i>	Heard (27-46) BxB (44-94) Awakening (Ch. 1)	Bring mentor text for next class Bring evocative photo	<i>Community of Writers</i> * Drafting * <i>Line 4 walk & Heartmapping</i> *Reading discussion	Taylor Mali- What Teachers Make Asia-The Waiting Hour Prince Ea- Why I Think The World Should End	Writing Piece # 1
Saturday 6/4 <i>Writing as Voice</i>	BxB (3-43) Hooks— <i>Writing for Darkness</i> Heard— <i>Writing toward Home</i>		<i>Writing as Voice</i> *Mentor text sharing * <i>WIWMWTD, Monologues</i> *Drafting *Workshop (rough drafts) *Reading discussion * <i>One-on-one conferences</i>	Monologues	Peer Feedback #1 Writing Piece #2

<p>Tuesday 6/7</p> <p><i>Writing as Craft</i></p>	<p>King—<i>Toolbox</i> BxB (131-182) Awakening—Ch 3 Murray—<i>How to Get Writing</i></p>		<p><i>Writing as Craft</i> *Reading discussion *Workshop *Photo-writing-photo</p>	<p>Stephen King's Family Business</p> <p>Sandra Cisneros- The Story of House on Mango Street</p> <p>Woodson— Brown Girl Dreaming</p> <p>Billy Collins— Forgetfulness</p> <p>Cisneros— House on Mango Street</p>	<p>Peer Feedback #2 Writing Piece #3</p>
<p>Thursday 6/9</p> <p><i>Writing Genres & Modes</i></p>	<p>Romano (6-7) Awakening Ch. 5</p>		<p><i>Writing Genres & Modes</i> *Found Poem **<i>Eavesdropping</i> *Reading discussion *Workshop (drafts) *<i>One-on-one conferences</i></p>		<p>Peer Feedback # 3 Writing Piece # 4</p>
<p>Saturday 6/11</p> <p><i>Writers' Cafe</i></p>	<p>Murray—<i>Writing As Process</i> King—<i>On Writing</i> Jensen—<i>Don't Bore The Reader</i></p>		<p><i>Writers' Cafe</i> *Reading discussion *Feedback protocol *Creation/discussion of rubrics</p>		<p>Peer Feedback # 4</p> <p>Writers' Café *Portfolio OR *Identity Piece</p>
<p>Tuesday 6/14</p>					<p>*Manuscript</p> <p>*Writing Portfolio</p>