

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 327 Teaching Writing
Fall Semester 2011
Wednesdays 4:15 – 6:45
Information Commons Room 111

Blackboard Course Site:<http://blackboard.luc.edu/webapps/login>

Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

Dr. Jane Hunt - Jhunt2@luc.edu

Office hours: 433.1 Granada, 4th Floor, Wednesday 1:30 – 3:00 DROP IN, also TBA

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 3 of this syllabus*.

COURSE DESCRIPTION: This writing course is required in the undergraduate reading teacher endorsement sequence. It is intended for undergraduate teacher candidates seeking elementary, middle school or secondary reading or language arts teaching endorsements. This course is based on the fundamental beliefs that people learn to write by writing; writing is a process; writing is a tool for thinking, and that writing is a social process. Teacher candidates will recognize the significance of their role as writing models as well as teachers, and will recognize and create connections to literacy instruction across the curriculum. They will be introduced to research based strategies and instructional differentiation strategies, design effective writing lessons, develop a philosophy of teaching writing based on best practices, and recognize elements of valid writing assessment. Teacher candidates will become familiar with developmental issues related to learning to write across grades K – 12, and issues related to struggling writers and students with culturally and linguistically diverse backgrounds. The role of instructional software and word processing skills will be highlighted.

REQUIRED TEXTS:

Atwell, Nancie. (1998). *In the Middle*, 2nd Edition. Portsmouth, NH: Boynton Cook/ Heinemann.
ISBN: **0-86709-374-9**

Buckner, Aimee. (2005). *Notebook Know How*. Stenhouse. ISBN: **1-57110-413-5**

Samway, Katharine Davies. (2006). *When English Language Learners Write*. Portsmouth, NH: Heinemann. ISBN: **0-325-00633-4**

REQUIRED RESOURCE: (e-book or paper copy)

Strunk, William, Jr. and White, E.B., (2000) *The Elements of Style*, 4th Ed., New York: Longman. ISBN: **0-205-30902-X**

COURSE STANDARDS:

School of Education Conceptual Framework Standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education service to others.
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

Course Standards: Compiled from the 2010 International Reading Association (IRA), Chicago Teacher Partnership Program (CTPP), and the Illinois State Board of Education (ISBE) standards.

Knowledge Indicators:

1. Reads the scholarship of the reading profession and recognizes the theoretical knowledge base about the reading and writing of children and adolescents.
2. Recognizes how reading and writing are reciprocal processes.
3. Explains major theories of writing processes and development in children and adolescents using supporting research evidence,
4. Explains language and writing development through adolescence with supporting evidence from theory and research.
5. Understands the role of motivation and interest in developing students' ability to write.
6. Understands the relationship between culture and the native language of English learners as a support system in their learning to read and write in English.
7. Understands the content and structure of the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
8. Understands theoretical and evidence-based practices for supporting writing development.
9. Understands the theory and research on the reading and writing demands of the elementary and middle school classroom.
10. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
11. Understands writing problems and how to support struggling writers in the classroom.

Performance Indicators:

1. Develops, implements, evaluates and modifies effective instruction using the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
2. Reflects on his/her own teaching in light of evidence based literacy research, theory and practices and makes adjustments in teaching as appropriate.
3. Enacts instructional practices that reflect the theory and research on the interaction among content, motivation and engagement in instruction.
4. Evaluates the curriculum to ensure that instructional goals and objectives are met.
5. Teaches students to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
6. Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.
7. Provides opportunities for students to take on the challenges of a new topic or type of writing that include learning new or different vocabulary, using appropriate syntactical patterns and organizing structures, and recognizing their patterns of errors.
8. Provides opportunities for students to read as writers, analyzing craft and style of writing, in addition to reading for information and comprehension.
9. Provides students with a variety of opportunities to collaborate in the process of writing and to provide supportive responses to other writers in the process of their revision and rewriting.
10. Teaches students to write a narrative based on real or imagined experiences or events that establishes a context or point of view; introduces a narrator and characters; employs precise language, dialogue, pacing,

- description, and reflection to develop experiences, events, and characters; and uses relevant descriptive details to develop organized, well-structured event sequences.
11. Teaches students to use transitional devices appropriate for specific texts to create cohesion.
 12. Teaches students to create effective conclusions for written arguments, informative/explanatory texts, narratives, and research projects
 13. Teaches students to establish and maintain a formal style of writing when appropriate.
 14. Uses sentence combining as a method to provide students with opportunities to embed words, phrases and clauses in a variety of grammatically appropriate forms of sentence structures.
 15. Teaches students to observe conventions of capitalization, punctuation, spelling, usage, and grammar when developing written texts.
 16. Uses knowledge of semantics, syntax, morphology, and phonology in teaching students how to use written language to create effective texts.
 17. Teaches students techniques that contribute to clear and coherent writing that reflects appropriate development, organization, and style as appropriate to the task, purpose, and audience.
 18. Incorporates knowledge of English Grammars into teaching skills that empowers students to compose and to respond effectively to written, oral and other texts.
 19. Teaches students conventions of Standard English including
 - Functions of phrases and clauses
 - Use of simple, compound, complex and compound-complex sentences
 - Placement of phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers
 - Verb usage in active and passive voice and in the conditional and subjunctive mood.
 - Function of verbals including gerunds, participles, infinitives.

Please note the following additional information related to this course:

- **The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.**
- **Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.**

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks

of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

Teacher candidates in CIEP 327 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

Technology

Teacher candidates in CIEP 327 will be expected to demonstrate evidence of professional technology skills. This will be demonstrated through use of a variety of software programs, instructional websites and access to professional online materials and resources.

Diversity

It is expected that teacher candidates in CIEP 327 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

CALENDAR

Topic

Assignment Due

***Rubrics MUST be handed in with all assignments**

1) Aug. 31

Introduction, Literacy Connections,

Buckner, pp. xi - 34

	Current state of writing instruction in IL – Common Core Standards Reading as a Writer Beginning a Writing Notebook, Narrative Writing Writing Territories Background on history of writing research	
2) Sept. 7	Connecting literature to the writing workshop (Fletcher) Finding treasures in writing Analysis of a Writing Workshop National Writing Project Presentation	Atwell, Chapters 1, 11 Writing Survey, p 494 Atwell Samway, Chapter 1
3) Sept. 14	Teaching Writing in a Writing Workshop Mini Lessons Procedure/Craft/Conventions Conferring (Graves) “The Pro”	Draft: Narrative/Memoir Essay Atwell, Chapters 4-5 Buckner, chapters 3-5
4) Sept. 21	Conferring and Conferences (Cauklins)	Narrative Essay/Memoir/Reflection Due Atwell, Chapter 7
5) Sept. 28	Beginning Writers Struggling Writers, ESL Writers Someone You Should Know	Samway, Ch. 2, 4, 7
6) Oct. 5	Craft: Using Inspiration Software Notebook Writing Someone You Should Know	Buckner, Ch. 6, 7
7) Oct. 12	Independent work with Inspiration Software	
8) Oct. 19	Conventions and Assessments Sentence Combining Someone You Should Know	Inspiration Project Due
9) Oct. 26	Writing Mini Lesson Presentations Conventions	Atwell, Ch. 14
10) Nov. 2	Mini Lesson Presentations Writing Poetry and Fiction	Atwell, Ch. 12 - 13
11) Nov. 9	Mini Lesson Presentations Writing Assessment	Atwell, Ch. 9 Buckner, Ch. 7
12) Nov. 16	The writing environment: meeting the needs of all learners	Writer’s Notebooks Due Personal Writing Choice Due Samway, Ch. 7
Nov. 23rd	No Class Thanksgiving Break	
13) Nov. 30	Teaching Writing in a Time of Reform	Plan for Teaching Writing Essay Due
14) Dec. 7	Review: Research on Writing: What works (Graham and Perrin Meta-Analysis)	

Assignments and Points for Grading:

Rubrics for all assignments will be posted on Blackboard

Grades will be posted on Blackboard

Personal Narrative/Memoir and reflection	30
Inspiration Organization Chart and piece of writing	30
Personal Piece of writing and reflection/choice	30
Personal Writing Notebook	100
Writing Teacher/Researcher Presentation/ in groups	30
Mini Lesson Presentation/ in pairs	30
Plan for Teaching Writing Essay	100
Class Participation (punctual and participatory)	5 each

Grades: A (92%) B (84%) C (76%)

COURSE REQUIREMENTS

TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM :

All student work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original sources.

All assignments must be typed unless it is appropriate to hand write them in the personal writing notebook.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone.

Learning Partners can share responsibility for collecting handouts or handing in materials.

Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.
- Official midterm grades will be given on all work prior to the University spring break.

Required Readings: Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

Class Participation: Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points.

List of Contemporary Writing Teacher/ Researchers for Presentations

Suggested Bibliography:

- Avery, Carol. (1993). *With a Light Touch: Learning about Reading, Writing and Teaching with First Graders*. Portsmouth, NH: Heinemann.
- Atwell, Nancie. (1998). *In the Middle* (2nd ed.). Portsmouth, NH: Heinemann.
- Buckner, Aimee. (2005). *Notebook Know How: Strategies for the Writer's Notebook*. Portland, ME: Stenhouse.
- Caulkins, Lucy McCormick. (1986). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
- Caulkins, Lucy McCormick & Harwayne, Shelley. (1991). *Living Between the Lines*. Portsmouth, NH: Heinemann.
- Davis, Judy & Hill, Sharon. (2003). *The No-Nonsense Guide to Teaching Writing*. Portsmouth, NH: Heinemann.
- Fletcher, Ralph. (2006). *Boy Writers: Reclaiming Their Voices*. Portland, ME: Stenhouse.
- Fletcher, Ralph & Portalupi, Joann. (1998). *Craft Lessons: Teaching Writing K – 8*. Portland, ME: Stenhouse.
- Graves, Donald & Kittle, Penny. (2005). *Inside Writing: How to Teach the Details of Craft*. Portsmouth, NH: Heinemann.
- Hindley, Joanne. (1996). *In the Company of Children*. Portland, ME: Stenhouse.
- McCarrier, Andrea, Pinnell, Gay Su & Fountas, Irene. (2000). *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). *Study Driven: A Framework for Planning Units of Study in the Writing Workshop*. Portsmouth, NH: Heinemann.
- Sagan, Carl & The National Writing Panel. (2006). *Because Writing Matters*. San Francisco: Jossey-Bass.
- Samway, Katharine Davies. (2006). *When English Language Learners Write*. Portsmouth, NH: Heinemann.
- Stead, Tony. (2002). *Is That a Fact? Teaching Nonfiction Writing K-3*. Portland, ME: Stenhouse.
- Strong, William. (1994). *Sentence Combining: A Composing Book* (3rd ed.). New York: McGraw- Hill.
- National Writing Project. (2006). *Writing for a Change: Boosting Literacy and Learning Through Social Action*. San Francisco: Jossey-Bass.

Note: Most of these resources, along with several others by these individuals, may be borrowed from the course instructor. It is expected that they will be returned promptly following this assignment.

Personal Writing experiences in this Writing Course:

All work must be typed in Times New Roman size 12 font and double spaced.

Rubrics for all assignments will be posted on Blackboard. This is a writing intensive course.

- Personal Narrative/Memoir Essay with a written reflection/description and analysis of the process.
- Brainstorm organization for a paragraph on Inspiration, and paragraph – one page paragraph
- Piece of Choice Writing with written reflection
- Plan for Teaching Writing at a specific grade level – four pages
- Development of a personal writer's notebook with in-class pieces of writing from each course session.