

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 327 Teaching Writing
Spring Semester 2010
Thursdays, 4:15 – 6:45
Mundelein Center Room 403

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: Damen Hall Room 115, Thursdays 3:15 – 4:15 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**

Fletcher, Ralph. (1996). *Fig Pudding* (paperback edition). ISBN: **0-440-41203-X**

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

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.

ACEI Standard

2.1 English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

IRA (International Reading Association) Standards for Reading Professionals

4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.

4.3 Model reading and writing enthusiastically as valued lifelong activities.

NCTE (National Council of Teachers of English) English Language Arts Standards

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

3.2.1 Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;

3.2.2 Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;

3.2.3 Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy;

3.2.4 Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;

3.2.5 Use a variety of ways to assist students in creating and critiquing a wide range of print and non-print texts for multiple purposes and help students understand the relationship between symbols and meaning.

NCTE

3.4 Candidates demonstrate knowledge of different composing processes.

3.4.1 Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;

3.4.2 Teach 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.

NCTE

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

3.7.1 Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate;

3.7.2 Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

ISBE Core Language Arts Standards

STANDARD 1

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

STANDARD 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

STANDARD 3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

ISBE English Language Arts Standards

STANDARD 13

The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.

STANDARD 14

The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.

STANDARD 15

The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

STANDARD 16

The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise drafts of documents written for a variety of rhetorical situations.

STANDARD 17

The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

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

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

http://www.luc.edu/studentaffairs/pdfs/2007-8_Loyola_Chicago_Handbook.pdf.

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Conceptual Framework

Teacher candidates in CIEP 327 will be expected to demonstrate “professionalism in the service of social justice” in course and clinical 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.

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) Jan. 21	Introduction, Literacy Connections, History of Writing Research Reading as a Writer Someone You Should Know: Ralph Fletcher, <i>Fig Pudding</i> Beginning a Writing Notebook, Narrative Writing Quotes from the classroom walls	Samway, Ch. 1, Buckner, pp. xi - 34
2) Jan. 28	<i>Fig Pudding</i> , Cont. Analysis of a Writing Workshop	Narrative Essay (typed draft) Writing Survey, p. 494 Atwell Samway, Ch. 5, Buckner, Ch. 4
3) Feb. 4	Teaching Writing in a Writing Workshop	Narrative Essay with Analysis of personal writing Process, Writing survey due

4) Feb. 11	Beginning Writers Struggling Writers, ESL Writers	Samway, Ch. 2, 4, 7
5) Feb. 18	Someone You Should Know: Writing Teacher/Researcher Presentations Notebook Writing	Buckner, Ch. 5
6) Feb. 25	Someone You Should Know: Writing Teacher/Researcher Presentations Notebook Writing	Buckner, Ch. 6, 7
6) March 4	High Stakes Writing Assessments – ISAT 2010 Writing Conferences	Atwell, Ch. 7
7) March 18	Writing Mini Lesson Presentations	Atwell
8) March 25	Writing Mini Lesson Presentations	Atwell
9) April 1:	No Class Easter Weekend	
10) April 8	Craft: Using Inspiration Software Hands on Workshop – TBA	Writing Assessment Plan (letter) /Rubric
11) April 15	Responding to Writers and Writing	Atwell, Chap. 8 Inspiration Organization Chart and polished piece of writing
12) April 22	Designing a K – 12 writing program	Plan for Teaching Writing Essay Due
14) April 29	Analysis of school writing programs In Class sharing of findings	Example and Response to a school program

Assignments and Points for Grading:

Grades will be posted on Blackboard

Narrative Essay with Analysis of personal writing, writing survey	40
Writing Teacher/Researcher Presentation (pairs)	30
Mini Lesson Presentation (in pairs)	30
Writing Assessment Plan and Rubric	30
Chapter Highlights and Review - Discussion thread posed on Blackboard	30
Inspiration Organization Chart and piece of writing	25
Plan for Teaching Writing Essay	100
Presentation: Response to a School Writing Program	25
Class Participation (punctual and participatory)	5 each

Grades: A (92%) B (82%) C (72%)

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.

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:

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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.

- Personal Narrative Essay with a one page description and analysis of the process.
- Expository Highlights and Review of a Chapter - posted as a discussion thread on Blackboard
- Brainstorm organization for a paragraph on Inspiration, and paragraph – one page paragraph
- Plan (letter) and Rubric for Assessment in Writing Workshop
- Plan for Teaching Writing at a specific grade level – four pages