

ENGLISH 521
TEACHING WRITING K-12
Semester Hours: 3 (Graduate)

I. Course Description

This course offers a close examination of the writing of children and youth, and the techniques for teaching writing. A special emphasis is placed on the relationship of writing to literature, reading, language, and other language arts.

II. Course Goals and Objectives

Students who successfully complete this course will:

1. view writing as a complex, demanding process (LR-K1)
2. view themselves as writers, experiencing the complexities of writing themselves (LR-S2)
3. inquire into their own literacy histories, in and out of the classroom(T-K1)
4. experience and implement the workshop process (T-S1)
5. be able to plan and integrate writing experiences across the curriculum (T-S2)
6. be able to communicate and develop writing rationales based on current composition research (LD-K1)
7. consider effective strategies and purposes for student assessment, evaluation and feedback (T-S3)
8. extend understanding of writing and the personal, cultural, and political context that shape writing practices and attitudes in schools (LD-S2)

III. Required Texts

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. 2nd Edition. Portsmouth, NH: Boynton/Cook (Heinemann), 1998.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

Gallagher, Chris W. and Amy Lee. *Teaching Writing That Matters*. New York: Scholastic, 2008.

IV. Content and Methodology

Unit 1: Content - Self-Reflection as a Writer

Guiding Questions:

- Who have I been as a writer?
- What writing experiences have shaped me?
- Who am I/do I want to be as a writer?

Methodology: Connected readings and literacy narratives, guided whole class and small group discussion, class presentation, in-class writing, peer group work, creation/invention of writing project

Unit 2: Content – Self-Reflection as a Teacher

Guiding Questions:

- What rationales for teaching writing have I utilized?
- What assumptions do I have for how writing should be taught?
- How do I align my instructional practices with my knowledge, beliefs and values about teaching, learning and writing?
- How do I create instructional opportunities for writing?

Methodology: Connected readings about current composition research, guided whole class and small group discussion, class presentation, in-class writing, peer group work, analysis of an writing assignment sequence currently in place

Unit 3: Content – Research of Writing Methodologies

Guiding Questions:

- What is working/not working in my current rationales and methodologies for teaching writing?
- How could I develop instructional practices beyond what I'm already doing in terms of student interaction, instruction and strategies?
- What conflicts/constraints influence my teaching of writing?
- What current research aligns with/conflicts with how I view writing and its teaching?

Methodology: Connected readings, guided whole class and small group discussion, class presentation, in-class writing, peer group work, research work

Unit 4: Content – Methodological Application

Guiding Questions:

- How do I apply these teaching methodologies to my own classroom teaching and my own writing?
- How might I best express/act upon what I know works in my teaching and writing?
- How can I revise my work in units 1 and 2 to more clearly articulate my rationales for teaching writing?

Methodology: Connected readings, guided whole class and small group discussion, class presentation, in-class writing, peer group work, writing lesson to class, revisions to writing project

Unit 5: Content – Feedback, Assessment and Evaluation

Guiding Questions:

- In what ways do I currently offer evaluative statements and assessment?
- With what assumptions do I operate under these assessment standards?
- What other assessment strategies and methods would work in conjunction with my revised rationales for teaching writing?
- How might I work alongside, rather than against various (school, district, federal) writing standards?

Methodology: Connected readings, guided whole class and small group discussion, class presentation, in-class writing, peer group work, assignment sequence creation, work with writing samples/assessment

Unit 6: Content – Review of Reflection, Research and Applications

Guiding Questions:

- How have my considerations/rationales/perspectives changed as a result of my reading, reflection and research?
- What goals do I have for my writing classroom?
- What goals do I have for my own writing?
- How will I implement these goals?

Methodology: Portfolio compilation, Final project presentation

V. Student Roles

- A. Writing Inquiry** - Students will write daily in class on given and chosen topics. Students will write a formalized paper inquiring into their own writing histories. Students will create a creative writing project of their choosing to work on in workshop format as the course progresses. Students will share writing with the class and work in small and large group formats towards revision.
- B. Writing Lesson/Analysis** - Each student will prepare and teach a writing lesson to the class. The mini-lesson should be appropriate to a particular class, issue, or age level. Students will analyze their own lessons as part of the unit pertaining to teaching reflection.
- C. Research Inquiry** - Each student will do in-depth research on topics related to the teaching of composition after developing inquiry questions based on current classroom needs and interests. In addition to reading the required texts, the student will read from available books and journal articles on the chosen topic. The instructor will approve the inquiry questions and offer support as needed. Students will submit a formal paper, detailing their findings and applications to classroom settings.
- D. Assignment Sequence** – Based on previous work and interest, students will create a three to five lesson assignment sequence, demonstrating application of their course readings, research and understanding of their revised teaching writing rationales.
- E. Work with K-12 Writing Samples** - Students will work with samples of student (K-12) writing throughout the course. Students will practice responding to writing via written comments and conferencing; they will study the writing for indicators of developmental level and growth; they will develop rubrics based on writing samples, and they will practice holistic scoring of student writing.
- F. Portfolio** - Students will compile a portfolio which demonstrates their work of the semester, while reflecting on writing, research and future goals.

VI. Evaluation

Evaluation of student achievement will occur via written and oral critique and feedback from the instructor and students to the student activities listed above and through on-going monitoring of classroom participation and completion of daily writing assignments

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

VII. Bibliography

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