

STATE UNIVERSITY OF NEW YORK
COLLEGE AT POTSDAM

GRDG 660: Teaching Writing B-6 & GRDG 661: Teaching Writing 5-12
Spring 2013 W, 4:30-7 (#80838/#80840) & 7:10-9:40 (#81528/ #81560) Sat 200

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"It's misleading to think of writers as special creatures, word sorcerers who possess some sort of magical knowledge hidden from everyone else. Writers are ordinary people who like to write. They feel the urge to write, and they scratch that itch every chance they get."

-Ralph Fletcher (www.ralphfletcher.com)

Course Overview

This course integrates theory and practice for teaching writing B-6 & 5-12. The relationship between reading and writing, and the wide variety of purposes for writing, are emphasized. Topics include writing development, writing genres, responding to and assessing/evaluating student writing, mini-lesson focus, and strategies for teaching the writing process (drafting, revising, proofreading, editing, conferencing and publishing). Also, writing portfolios, peer review, and writing across the curriculum will be addressed.

GRDG 660/661 supports the conceptual framework for the School of Education and Professional Studies at SUNY Potsdam: *A Tradition Of Excellence: Preparing Creative And Reflective Practitioners* (2006), as well as the Int'l Reading Association Professional Standards (2010) for the reading specialist/literacy coach

(<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>)

Required Texts

1. Allen, C. (2001). *The Multigenre Research Paper: Voice, Passion, and Discovery in Grades 4-6*. Portsmouth, NH: Heinemann.
2. Gilmore, B. (2007). *'Is It Done Yet?'* *Teaching Adolescents the Art of Revision*. Portsmouth, NH: Heinemann.
3. Graham, S., MacArthur, C.A.; & Fitzgerald, J. (2007). *Best Practices in Writing Instruction*. NY: Guilford Press.
4. Articles & Website resources (posted on course Moodle site; see "Assignments" for details about how these will be used in class)

Course Requirements

I. Writing Teacher's Notebook (15%): Use a 3+-2-1 entry format (3, or more, substantive observations; 2 notable quotes; 1 question) to collect and analyze information from course readings – theory, practice, and strategies. Create one solid entry per week: these should show you are reading closely, but need not respond to every reading each week. Take notes on all readings regardless; the notebook itself should be seen as something you can use for reference now and in the future. Bring your notebooks to every class to aid discussion in class. **Due (to check completion & provide fdbk): 3/13; 4/24**

[IRA Standards Reading Specialist/Literacy Coach: 1.1, 2.1, 2.2, 3.1, 4.1, 4.3, 6.2]

II. “Writing Roots” – Sketch; Part I; Part II (30% total: 5% sketches & Part I; 10% Part II; 15% Lesson Plan):

In *A Fresh Look at Writing*, Donald Graves claims, “One of our most important roles in teaching is that of being an effective *learning historian*, who works actively to help children become aware of an effective learning history. This means that we look at children’s abilities quite broadly” (p. 16). To do this well, Graves suggests teachers need to mine their own histories as writers, to write their way into being effective writing mentors for students by remembering and analyzing how we learned to write, what worked and didn’t, who helped and how, and more. For this personal narrative and text integration assignment, examine your writing identity and philosophy of teaching writing through exploration of significant writing experiences, teachers, and authors who have influenced you. You’ll begin by writing two brief sketches about two writers: a young writer and yourself. For “Writing Roots Part I,” flesh-out the sketch to relate one or two “telling moments” that uniquely illustrate your writing development. For “Writing Roots Part II,” revise the sketch by reflecting on course readings and integrating ideas from several of them to extend analysis of your writing history and philosophy of teaching writing (details for this step will be forthcoming). Finally, for the “Lesson Plan,” build from an issue in writing, or a text/idea from your multigenre project, to create a writing lesson plan. Read and annotate one research article connected with the topic to situate it in the literature. Share lessons and research insight during our scheduled final exam.

Due dates of drafts and final versions are listed below and on the calendar. I have scheduled a number of dates for you to “workshop” and peer conference so that you take this piece through the writing process, and can use it to reflect on teaching strategies for writing, as well your own history.

DUE DATES:

1/30 “A Young Writer at Work” sketch (500 wds)

2/6 “Personal Root” sketch (500 wds)

2/13 “Writing Roots I” draft for in-class workshop (750 wds min.)

2/20 “Writing Roots I” final (750-1000 wds min.)

3/13 “Writing Roots II” revision plan/notes for in-class workshop

4/10 “Writing Roots II” final (1500 wds min.; turn-in all notes, drafts, sketches, Roots I)

5/15 “Lesson Plan” w/ annotated research article & presentation

[IRA Standards Reading Specialist/Literacy Coach: 1.1, 1.2, 1.3, 4.1, 6.2]

III. Multigenre Research Project (25% total: 15% notebook & genre pieces/defenses; 10% analysis): Explore writing genres and methods for studying genre with students by collaborating to create a multigenre project, using our Allen text as a guide. Each student will develop a multigenre notebook that can be used as a resource for teaching genres and sharing with students elements of the writing process. Each student also will compose two genre pieces & genre defenses on a topic decided upon by the group, and will write an analysis that connects the multigenre approach to course readings, and to Common Core State Standards for writing. Groups will work together to develop a presentation about their projects for our “Multigenre Museum” celebration. Due dates of drafts and final versions are listed on the calendar. I have scheduled a number of dates for you to meet in groups and “workshop” your individual MG pieces.

Final Project/Presentation: 5/8

[IRA Standards Reading Specialist/Literacy Coach: 2.3, 4.2, 5.1, 5.2, 5.3, 6.3]

IV. Common Core Writing Standards “Fact Sheet” and Wiki entry (15%): Develop a “fact sheet” and contribute to a course Wiki resource about the writing standards in CCSS, curriculum resources for CCSS, and other teaching materials for writing, to share with a variety of audiences: colleagues in class, undergraduate pre-service teachers, and general Web readers. You’ll be assigned a grade level to focus your research. Details about format will be forthcoming. **See calendar for due dates.**

[IRA Standards Reading Specialist/Literacy Coach: 1.1, 1.2, 2.1, 2.3, 6.2, 6.3, 6.4]

VI. Participation (15%): A professional disposition is expected in this class: bring an attitude of curiosity, respect for others, responsibility for your actions, and an open mind. Contribute meaningfully to discussion and all class activities. You’ll notice a number of homework assignments related to collaborative work we will engage in with undergraduate pre-service teachers, as well as College Writing Center tutors. You’ll need to prepare questions or samples of writing for some of these. Read and write thoroughly and critically, adhere to deadlines, and make use of resources to support your

learning. You'll do well in the course by showing you are exploring the writing process in your own work, and inquiring seriously into the teaching of writing to add to all that you already know.

[IRA Standards Reading Specialist/Literacy Coach: 1.1, 2.3, 4.1, 5.1, 6.2]

Attendance

Any absence must be fully documented. Assignments due on days to be missed must be turned in by the due date. In the event of an absence, students are responsible for material, assignments, and announcements for each class missed.

Assignments & Grading Policy

Assignments will be graded on a 4.0 scale. Written work must conform to APA style and be free of surface errors. All assignments must be typed (12 point font - double spaced) and stapled, unless otherwise indicated. Be sure to include page numbers on all written work. All assignments must be turned-in to receive any credit in the course. Do not email assignments unless indicated.

Documented Disabilities

Any student who believes that he/she may need academic adjustments or accommodations based on a documented disability should make an appointment with the professor. Students needing an Accommodation Plan should see Sharon House, Coordinator of Accommodative Services in Sisson Hall 112 (x3267).

Plagiarism

Representing any part of another's work as one's own is equivalent to fraud. Disciplinary action may include grade reduction, a failing grade, or suspension or dismissal from the College. See the Potsdam College catalog for specific *Codes of Conduct* policies, prohibitions and penalties.

******Components of course requirements are subject to change in accordance with the needs of this class.***

Readings/Assignments Calendar

DATE	READINGS DUE (read for this date)	ASSIGNMENTS DUE
1/23	<i>Introduction & Course Overview</i>	<p>-In-class: *Qualities of Effective Writing; Frameworks for Teaching *Mentor Texts for Writing; WritingFix.com</p> <p>Homework (for 1/30): a) ID fiction mentor text to teach a writing craft b) 500-wd sketch: “A Young Writer at Work” c) 3-2-1 writing teacher notebook entry re: readings for 1/30 (3 responses; 2 quotes; 1 question) d) My CCSS overview: Grade _____ (see Moodle for links to resources to consult) [begin research; present in class on 2/20]</p>
1/30	<p><i>Environments for Writing: School, Classroom & Assignment Structures</i> - Graham, Chs 1, 2, 4 - Allen, Chs 1-3 - Mem Fox, “Radical Surgery in the Writing Curriculum” OR Penny Kittle, “Writing Giants, Columbine, and the Queen of Route 16” (Moodle)</p> <p>- Visit the <u>College Writing Center website</u> to familiarize yourself with the services offered: http://www.potsdam.edu/support/cwc/index.cfm</p> <p>WritingFix: http://writingfix.com/ ←</p>	<p>- In class: *Share fiction mentor text; Discuss 3-2-1 entries; “Young Writer” sketch *Develop notes & map for “Personal Root” sketch *MG Group Formation & Mtg 1 – topic ideas</p> <p>Homework (for 2/6): a) Become familiar with CWC b) List MG topic ideas and possible resources for research (use MG notebook) c) 500-wd sketch: “A Personal Writing Root” d) ID Writingfix.com lesson to share in class (1/2 this week)</p>
2/6	<p><i>Environments for Writing: Listening & Responding</i> - Graham: Chs 3, 5</p> <p>- Horn, “Listening to Nysia” - on Moodle or available: http://www.ncte.org/library/NCTEFiles/Resources/Journals/LA/0831-sept05/LA0831Listening.pdf</p> <p>- Sommers, “Responding to Student Writing” (Moodle)</p>	<p>**7:10 Class: Meet at CWC (Carson 106)**</p> <p>- In-class: *Discuss 3-2-1 entries; Writingfix.com lessons *Workshop “Personal Root” sketch *MG Mtg 2: Choose topic; Create plan for developing “Genre Examples” for MG notebook (share examples on 3/6)</p> <p>Homework (for 2/13): a) ID Writingfix.com lesson to share in class (1/2 this week) b) Write draft of “Writing Roots I” (750 wd min.)</p>
2/13	<p><i>Supporting Writers: Planning and Organizing</i> - Allen, Chs 4 & 5 - Graham, Ch 6 - Gilmore, pp 135-145</p>	<p>-In-class: *Share nonfiction mentor text; 3-2-1; Writingfix lessons *Peer Conf. “Writing Roots I” (bring typed draft); develop rubric *Explore MG genres: Fiction; MG Mtg 3</p> <p>Homework (for 2/20): a) 3-2-1 notebook entry b) Prepare responses to student writing samples c) Prepare notes about CCSS/writing for your assigned grade level (share next week, 2/20!)</p>

DATE	READINGS DUE (read for this date)	ASSIGNMENTS DUE
2/20	<p><i>Supporting Writers: Learning about Writers' Experience & Identity</i></p> <ul style="list-style-type: none"> - Bickerstaff, "I Am the Rock Goddess of Lyrics" (Moodle) - Hsu, "Writing Partnerships" (elem. focus) OR Gillis, "Writing Partners" (secondary focus) – (Moodle) 	<p>- DUE: "Writing Roots I" (750-1,000 wds min.)</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> *Discuss responses to student writing samples *Share findings about CCSS/writing * 3-2-1 entries *Plan writing interviews w/ undergrads (will visit class 2/27) <p><u>Homework (for 2/27):</u></p> <ul style="list-style-type: none"> a) Prepare writing interview questions and CCSS materials to share with undergraduates b) Identify 3 resources to inform research for your MG project (1 website; 1 children's/YA text; 1 adult text)
2/27	<p><i>Application: Learning about Writers</i></p> <ul style="list-style-type: none"> -No assigned readings 	<p><u>In-class:</u></p> <ul style="list-style-type: none"> *Conduct interviews with undergrads; share CCSS resources * Identify initial themes/patterns from interviews * MG Mtg 4: Share resource leads <p><u>Homework (for 3/6):</u></p> <ul style="list-style-type: none"> a) Add CCSS findings to course Wiki b) Complete your section of the "MG Genre Examples" to share with MG group c) Continue MG research & develop rationale for your MG pieces d) 3-2-1 entry
3/6	<p><i>How Writers Construct Texts</i></p> <ul style="list-style-type: none"> -Gilmore, pp 1-20 (stop at end of shaded box) -Graham, Chs 14 & 15 -Allen, Ch 6 	<p><u>In-class:</u></p> <ul style="list-style-type: none"> *Compile data from undergraduate interviews *3-2-1 entries *Explore resources to support writers with unique needs *MG Mtg 5: Exchange "MG Genre Examples" and discuss individual contributions (rationales for MG pieces) <p><u>Homework (for 3/13):</u></p> <ul style="list-style-type: none"> a) Revisit your "Writing Roots I" essay; outline plan to revise thesis and use evidence from 3 course readings to develop essay b) 3-2-1 entry
3/13	<p><i>Teaching Revision: Ideas and Organization</i></p> <ul style="list-style-type: none"> - Gilmore, pp 20-55 (start at "Throughout History") - Graham, Ch 7 	<p><u>DUE: Writing Teacher Notebook (3-2-1 entries to date)</u></p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> *Peer conference: "Writing Roots I" revision plan *Apply revision concepts to writing samples; practice conferencing & examine case videos <p><u>Homework (for 3/20):</u></p> <ul style="list-style-type: none"> a) 3-2-1 entry b) Continue work on "Writing Roots II" and MG piece

DATE	READINGS DUE (read for this date)	ASSIGNMENTS DUE
3/20	<p>Teaching Revision: Clarity & Style</p> <ul style="list-style-type: none"> - Gilmore, pp 56-96 - Graham, Ch 8 	<p>In-class:</p> <ul style="list-style-type: none"> *Begin draft response to Cert Exam prompt (bring to 4/3 class for conference w/ CWC tutor) *J. Anderson “Mechanically Inclined” & editing exercises <p>Homework (for 4/3):</p> <ul style="list-style-type: none"> a) Finish one MG piece & defense for workshop on 4/3 b) Finish draft response to Cert Exam prompt (bring to 4/3 class for conference w/ CWC tutor)
3/27	SPRING BREAK – NO CLASS	<p>For 4/3:</p> <ul style="list-style-type: none"> *Finish draft response to Cert Exam prompt (bring to class for conference w/ CWC tutor)
4/3	<p>Conferencing & Using Revision Feedback; MG & the Arts</p> <ul style="list-style-type: none"> -Gilmore, pp 97-105 (Stop after “Conferencing”) - Allen, Ch 7 	<p>In-class:</p> <ul style="list-style-type: none"> *CWC tutoring session (bring your Cert Exam response) *MG Mtg 6: workshop MG pieces <p>Homework (for 4/10):</p> <ul style="list-style-type: none"> a) Review notes from your 4/3 conference to share with undergraduate ECE/CE students who are preparing for cert exams (they may visit class on 4/17) b) Prepare 2-3 questions about professional writing and the writer’s life for 4/10 guest speaker
4/10	<p>Writers at Work: Professional Contexts of Writing</p> <ul style="list-style-type: none"> -LaTour, “Preface” & Ch 1, “Rosie’s Daughters,” <i>Sisters in the Brotherhoods: Working Women Organizing for Equality in New York City</i> (Moodle) -Visit “Sisters in the Brotherhoods” website and read “About,” and 2 or 3 profiles of women under “Sisters”: http://www.talkinghistory.org/sisters/index.html 	<p>**7:10 CLASS: MEET IN CRUMB LIBRARY LOBBY**</p> <p>-DUE: “Writing Roots II” (1,500 words MIN.; include all notes, drafts)</p> <p>In-class:</p> <ul style="list-style-type: none"> * Discussion with writer Jane LaTour, speaker for the “Making the Future” Academic Festival *Teachers’ professional writing & contexts for growth (exploring new writing demands for teachers) * Discuss ideas to share with undergrads preparing for cert exams <p>Homework (for 4/17):</p> <ul style="list-style-type: none"> a) 3-2-1 entry b) Prep sample essay & notes to share with undergrads.
4/17	<p>Test as Genre: On-Demand Writing</p> <ul style="list-style-type: none"> -Gilmore, 112-125 - Writing-To-Learn and Test-Taking Strategies (Readings TBA; on Moodle) 	<p>In-class:</p> <ul style="list-style-type: none"> *Possible visit by undergrads preparing for cert exams *MG Mtg 7: Artistic genres in MG research projects <p>Homework (for 4/24):</p> <ul style="list-style-type: none"> a) Finish second MG piece & defense to workshop on 4/24 b) 3-2-1 entry

DATE	READINGS DUE (read for this date)	ASSIGNMENTS DUE
4/24	<p>Assessment</p> <p>-Gilmore, 105-111 (Start at “Student-Generated Rubrics”)</p> <p>-Allen, Chs 8, 10</p>	<p><u>DUE:</u> Writing Teacher Notebook</p> <p><u>In-class:</u></p> <p>*MG Mtg 8: Workshop MG pieces</p> <p>*Discuss 3-2-1; review NAEP rubrics & sample essays</p> <p><u>Homework (for 5/1):</u></p> <p>a) Bring a writing project from another class or a professional purpose for in-class conferencing & work, or work on your final (lesson plan and article annotation)</p> <p>b) Work on MG project (notebook; analysis)</p>
5/1	<p>Assessment</p> <p>-Graham, Ch 13</p>	<p><u>In-class:</u></p> <p>* Get feedback on a writing project you are completing for another class or for a professional purpose</p> <p>* MG Mtg 9: Pulling together group presentation</p> <p><u>Homework (for 5/8):</u></p> <p>a) Finalize your MG pieces for 5/8 final MG mtg</p> <p>b) Complete individual MG analysis</p>
5/8	<p>Multigenre Museum: Celebration</p> <p><i>No assigned reading</i></p>	<p><u>DUE:</u> Individual MG Analysis, Notebook, Final MG Pieces</p> <p><u>In-class:</u></p> <p>* Finalize project presentation</p> <p>* Multigenre Museum Celebration</p> <p>* Share insights from MG analysis: CCSS connections</p> <p><u>Homework (for final mtg.):</u></p> <p>Create a “Roots” or MG-inspired Lesson Plan and annotate a research related to the topic; present during scheduled final.</p>
5/15	<p>FINAL:</p> <p>Present Lesson Plan and Annotated Article inspired by “Roots” or MG</p> <p><i>*You will need to share the lesson framework and develop one brief activity for class</i></p>	<p><u>DUE:</u> Lesson Plan & Annotated Article</p>