Course Description

This course focuses on: the writing process, evidence-based models of writing instruction and intervention, and the theoretical models of language and writing development for diverse learners.

Course Website:

To access the course website, go to Blackboard Learn on the ECSU website. If you have problems, please email websupport@easternct.edu. Course materials, readings, and other content are available there. You may also be asked to utilize the discussion board at times during the semester. All copyrighted materials on the site are meant for use in this course ONLY, and are not to be distributed.

Academic Services

*Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://www.easternct.edu/asc/*

For Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at (860) 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Academic Misconduct

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the student handbook or at: http://www.easternct.edu/judicialaffairs/academicmisconduct/ All violations will be handled under the procedures established in this policy."

Electronic communication: Effective August 1, 2009, Eastern email became an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that
communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

**Course Objectives**

All course goals, objectives, and themes are interconnected with the Education Unit Conceptual Framework Candidate Proficiencies (ECP), Connecticut Pre-service Teacher Competencies (PTC), 2010 Connecticut Common Core of Teaching (CCT), the National Council of Teachers of English standards (NCTE), and the International Reading Association (IRA) standards. The following table shows the elements of ECP, PTC, and CCT.

<table>
<thead>
<tr>
<th>Eastern Candidate Proficiencies (ECP)</th>
<th>Preservice Teacher Competencies (PTC)</th>
<th>Common Core of Teaching (CCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Content Knowledge (CNK)</td>
<td>1: Development and Characteristics of Learners</td>
<td><strong>Domain 1</strong>: Content and Essential Skills</td>
</tr>
<tr>
<td>2: Pedagogical Knowledge (PDK)</td>
<td>2: Evidence-based/Standards-based Instruction</td>
<td><strong>Domain 2</strong>: Classroom Environment, Student Engagement, and Commitment to Learning</td>
</tr>
<tr>
<td>3: Integration of Knowledge (INT)</td>
<td>3: Evidence-based Classroom and Behavior Management</td>
<td><strong>Domain 3</strong>: Planning for Active Learning</td>
</tr>
<tr>
<td>4: Technology as a Tool to Teach (TTT)</td>
<td>4: Assessment</td>
<td><strong>Domain 4</strong>: Instruction for Active Learning</td>
</tr>
<tr>
<td>5: Diversity (DIV)</td>
<td>5: Professional Behaviors and Responsibilities</td>
<td><strong>Domain 5</strong>: Assessment for Learning</td>
</tr>
<tr>
<td>6: Professionalism (PRF)</td>
<td></td>
<td><strong>Domain 6</strong>: Professional Responsibilities and Teacher Leadership</td>
</tr>
</tbody>
</table>

By the end of the course the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>ECP, PTC, CCT</th>
<th>NCTE</th>
<th>IRA</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the features of early and emergent writing</td>
<td>ECP: 1.1</td>
<td>3.1.1</td>
<td></td>
<td>1.1, 4.3</td>
</tr>
<tr>
<td></td>
<td>PTC: 1</td>
<td></td>
<td>1.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1</td>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Develop an understanding of the stages of children’s spelling development</td>
<td>ECP: 1.1</td>
<td>3.1.7</td>
<td></td>
<td>1.3; 1.4; 3.1; 3.2</td>
</tr>
<tr>
<td></td>
<td>PTC: 1</td>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1</td>
<td></td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to assess student writing, both formally and informally</td>
<td>ECP: 2.4</td>
<td>3.1.1; 4.10</td>
<td>1.3; 1.4; 3.1; 3.2; 3.3</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>PTC: 1, 4</td>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1, 5</td>
<td></td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the cognitive processes involved in writing</td>
<td>ECP: 1.1</td>
<td>3.1.1</td>
<td>1.1; 3.1; 3.2; 3.1; 3.2; 3.3</td>
<td>Journal entries, Professional Readings</td>
</tr>
<tr>
<td></td>
<td>PTC: 1, 2</td>
<td></td>
<td>3.1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1, 2</td>
<td></td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a conceptual understanding of the writing process</td>
<td>ECP: 1.1</td>
<td>3.1.7; 3.4.1; 3.4.2</td>
<td>4.3</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>PTC: 2</td>
<td></td>
<td>3.4.1; 3.4.2; 4.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1, 3</td>
<td></td>
<td>4.1; 4.3</td>
<td></td>
</tr>
<tr>
<td>Describe the various types and features of writing workshop</td>
<td>ECP: 1.1</td>
<td>3.1.2; 3.1.7; 3.2.3; 3.2.4; 3.4.1; 3.4.2; 4.7</td>
<td>4.1; 4.3</td>
<td>Class Activities, Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>PTC: 2, 3, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCT: 1, 2, 3, 4, 5</td>
<td></td>
<td>3.4.1; 3.4.2; 4.7</td>
<td></td>
</tr>
</tbody>
</table>
Describe multiple ways of teaching the writing conventions, such as grammar, spelling, and handwriting  

| ECP: 2.1  | PTC: 2, 3, 4  | CCT: 1, 2, 3, 4, 5  | 3.1.6; 3.1.7; 3.2.5  | 4.1; 4.3  | In Class Activities |

Describe various strategies for sharing children’s writing  

| ECP: 2.1  | PTC: 2, 5  | CCT: 1, 2, 6  | 4.3  | Lesson Plans, Journals |

Develop strategies for helping children develop the concept of author  

| ECP: 2.1  | PTC: 1, 2  | CCT: 1, 3  | 4.3  | Author Readings |

Develop strategies for encouraging children’s expressive, transactional, and poetic writing  

| ECP: 2.1  | PTC: 1, 2  | CCT: 1, 3, 4  | 2.6  | 4.1; 4.3  | Lesson Plans, Author Readings |

Describe the elements of story structure including the stylistic devices used by writers  

| ECP: 1.1  | PTC: 1, 2  | CCT: 1  | 3.3.3  | 4.3  | Lesson Plans, Author Activities |

State a rationale for integrating writing across all curriculum areas  

| ECP: 3.1; 5.1  | PTC: 1, 2, 4, 5  | CCT: 1, 2, 3, 4  | 4.3  | 4.3  | Lesson Plans |

Develop strategies for teaching writing to students with special needs  

| ECP: 2.1  | PTC: 1, 2  | CCT: 1, 2, 3, 4, 5  | 2.1  | 3.3; 5.3  | Lesson Plans |

Demonstrate knowledge of writing research and how it contributes to classroom practice  

| ECP: 1.1  | PTC: 1, 2, 3, 4, 5  | CCT: 1, 2, 3, 4, 5, 6  | 3.2.2; 3.7.1; 3.7.2; 4.1  | 1.1; 1.2; 2.1; 2.2; 2.3; 5.2  | Professional Reading Discussions |

Demonstrate knowledge of writing development as it pertains to ELL students  

| ECP: 1.1; 2.1; 5.1  | PTC: 1, 2, 4  | CCT: 1, 2, 3, 4, 5  | 3.1.3; 3.1.4; 3.7.1; 3.7.2  | 1.3; 2.2  | Lesson Plans, Professional Reading Discussions |

Course Materials

**Required Text Books**

In order to differentiate for your various needs, you will each purchase and/or access at least one (1) professional book on writing for your grade level range AND one (1) book by a writer on writing.

Potential Professional Texts Include:


Any professional books or materials by Lucy Calkins, Nancy Boyles, Donald Graves, Mignon Fogarty, Marianne Tully, Carbone Ward, Marjorie Frank, Steven King, Megan S. Sloan, Nancie Atwell, etc.

Books by Ralph Fletcher such as:
- *What a writer needs*
- *Nonfiction craft lessons*
- *Keeping a writer’s notebook*
- *Craft lessons: Teaching writing*
- *Writing Workshop: The Essential Guide*

**Books by Writers on Writing Including but Not Limited To:**


**Professional Journals and Articles**

Education evidence-based articles on writing instruction from *Language Arts, The Reading Teacher, Educational Leadership and the Reading/Writing Quarterly* and other journals with literacy related articles.


**Electronic Resources**

*Adolescent literacy: A position statement from the Commission on Adolescent Literacy of the International Reading Association, available at http://www.reading.org/positions/adol_lit.html*


| National Council of Teachers of English | ncte.org |
| Grammar Girl | http://www.quickanddirtytips.com/grammar-girl |
| Reading and Writing Project | http://readingandwritingproject.com |
| National Writing Project | http://www.nwp.org/ |
| Two Writing Teachers | http://twowritingteachers.wordpress.com |
| Connecticut Writer’s Project | http://www.cwp.uconn.edu |
| Assessment Rubric for Launching a Writer’s Workshop | books.heinemann.com/shared/onlineresources/E00870/Rubric_Book1.pdf |
| Writing Rubric Examples | http://literacymethods.wikispaces.com/Reading+and+Writing+Workshop+Resources |
| One View of a Writing Workshop | http://milltown.schoolfusion.us/modules/groups/homepagefiles/cms/285543/File/Stephanie/CalkinsWriting.pdf |
| Noyce Foundation on ECRW | http://www.noycefdn.org/ecrwresources.php |

**Current requirements and evaluation criteria:**
All written assignments must be word-processed and error-free. Papers not meeting those guidelines will be returned without comment. Evaluation criteria will be shared in class and electronically.

**CBM Writing assessment summary with Master Memo (20 pts)**
IRA Professional Standards 3.1, 3.2, 3.3, 3.4,
DUE October 16, 2013

Each student will be required to find a student/group/class at a relevant age/grade level that can participate in a short writing assessment project. The Eastern student will administer the curriculum-based measures, and then write an assessment summary in which they discuss the present levels of performance, strengths, and weaknesses, and provide some brief recommendations on instruction that might help the student(s) to improve as writers in the form of a Master Memo that might be used with other students.

Guidelines and evaluation criteria will be shared in class.

**Lesson plans and rubric for a writing workshop (30 pts)**
IRA Professional Standards 1.1, 2.1, 2.2, 3.1-3.4, 4.1, 5.1-5.4
DUE December 4, 2013

**Student Standards**

- IRA/NCTE Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, discuss print and non print resources.
- IRA/NCTE Standard 7: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- IRA/NCTE Standard 12: Students use spoken, written, and visual language to accomplish their own purposes.

Writer’s Workshop is a framework for writing instruction and practice in the classroom. The elements of a Writer’s Workshop generally include:
The lesson plans will focus on a major writing project in a real or fictional class, and will include the background, context, modeling, and instruction that lead to the actual writing by the students. The lesson plans will also include a rubric for assessing/evaluating the written product. This set of plans may be modeled on a writing workshop model.

**Suggestion: You want to think about what you want your lesson to accomplish.**

### Writing Workshop Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Target (3)</th>
<th>Acceptable (2.5)</th>
<th>Unacceptable (&lt;2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Writers Workshop</td>
<td>The lessons indicate that the teacher understands and will implement the Writer’s Workshop in a evidence-based format. All elements are present. The balance of the elements is age appropriate.</td>
<td>The lessons indicate that the teacher understands and may implement the Writer’s Workshop in a evidence-based format. Most elements are present. The balance of the elements may be age appropriate.</td>
<td>Limited or no understanding of the format for Writer’s Workshop theoretically and its application.</td>
</tr>
<tr>
<td>Objectives</td>
<td>There are reasonable and relevant objectives that are measurable. They align with the teaching and learning expectations.</td>
<td>The objective are not fully described and measurable. They align with the teaching and learning expectations.</td>
<td>The objectives are not relevant and/or measurable.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>The teacher targets the majority of the students but integrates opportunities to support ELL students, less able writers and students who write beyond expectations.</td>
<td>The teacher targets the majority of the students but provides limited opportunities to support ELL students, less able writers and students who write beyond expectations.</td>
<td>There is little or not indication of differentiation for students who are not meeting the objective.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The teacher integrates tools to formatively and summatively assess student development as a writer.</td>
<td>The teacher integrates at least one tool to assess student development as a writer.</td>
<td>The assessments do not match the objectives.</td>
</tr>
<tr>
<td>Mini-Lessons</td>
<td>The mini-lessons are grade appropriate, use Mentor texts, address the identified skill and are implemented with effective teaching practice that includes modeling, guided practice and independent application.</td>
<td>The mini-lessons are grade appropriate, use Mentor texts, address the identified skill and are implemented with teaching practice that includes modeling, guided practice and/or independent application.</td>
<td>The mini-lessons are random and not aligned with student need and the implementation may be unsuccessful or without all three phases of effective practice.</td>
</tr>
<tr>
<td>Management of Independent Writing</td>
<td>There is an effective and reasonable management plan to ensure that students are one task, working in one of the writing stages and not interfering with other student learning.</td>
<td>There is a reasonable management plan to ensure that students are one task, working in one of the writing stages and not interfering with other student learning. Students are not part of the</td>
<td>There is limited or no sign of the management of the Writer’s Workshop.</td>
</tr>
<tr>
<td>Conference</td>
<td>Students are able to be part of the decision-making process.</td>
<td>decision-making process.</td>
<td>There is a focus for the conferencing and each student is able to receive feedback in a reasonable rotation. The feedback is reinforced.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Use of 21st century technologies</td>
<td>There is a focus for the conferencing and each student is able to receive feedback in a reasonable rotation. The feedback is reinforced.</td>
<td>There is a focus for the conferencing and each student is able to receive feedback. The feedback is not reinforced.</td>
<td>Limited, inappropriate or no evidence of technology integrations.</td>
</tr>
<tr>
<td>Organization</td>
<td>Where appropriate technologies are integrated to support writing development in the mini-lessons, independent writing, assessment or conferences.</td>
<td>A few technologies are integrated to support writing development in the mini-lessons, independent writing, assessment or conferences.</td>
<td>The conferences are random and without any indication of significant feedback.</td>
</tr>
<tr>
<td>Use of conventions of language and presentation</td>
<td>The lesson plans for the Writer's Workshop are cohesive and represent solid writing skills. They are presented in a format to be shared with others i.e. website, Google Drive, Blog, electronic document, video, etc.</td>
<td>The lesson plans for the Writer's Workshop are logical and represent basic writing skills. They are presented in a format to be shared with others i.e. website, Google Drive, Blog, electronic document, video, etc.</td>
<td>The errors interfere with the ideas presented.</td>
</tr>
</tbody>
</table>

Reading, writing, and talking about current issues in writing instruction: Review of literature (20 pts)
DUE October 30 OR November 13, 2013
Each student will participate in a group, choosing a topic to research that is relevant to classroom teaching of writing. Each group will then present the findings to the rest of the class in a 30 minute presentation.
- Present the information orally/visually to the class.
- Provide a summary of the content or handouts as necessary
- Provide a favorable or negative critique of materials that were used in the research
- Describe how the information is valuable to the classroom teacher to support and cultivate writers.

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Criteria and Qualities</th>
<th>Does Not Meet Criteria</th>
<th>Meets Criteria</th>
<th>Exceeds Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the idea: Problem statement</td>
<td>Neither implicit nor explicit reference is made to the topic or purpose of the article.</td>
<td>Readers are aware of the overall problem, challenge, or topic of the article</td>
<td>The topic is introduced, and groundwork is laid as to the direction of the article.</td>
</tr>
</tbody>
</table>
Body:
Flow of the review
The summary appears to have no direction, with subtopics appearing disjointed. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. The summary goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.

Content coverage
Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the course. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to the course is evident.

Clarity of Presentation
It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Few (3) spelling, grammar, or punctuation errors are made.

Conclusion:
A synthesis of ideas and application to library media center program
There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No application to library media center program is provided. The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The application to library media center program is stated. The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the application to library media center program are strongly supported in the review.

Citations/References:
Proper APA format
Citation for the article did not follow APA format and was missing essential information. Citation for the article did follow APA format; however, a few (2) errors in essential information were evident. Citation for the article did follow APA format. Essential information was accurate and complete.

Journaling (20 pts)
IRA Professional Standards 1.1, 6.1
DUE Throughout the semester
Students will be required to maintain a weekly journal in response to prompts and class discussions. The lengths of the journal entries will vary and students may keep an electronic blog journal or they may handwrite in a blank journal of their chose. The journal entries may be read by the instructor and will not be quoted without permission.

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Does Not Meet Objective (&lt;7)</th>
<th>Meets Objective (7-9)</th>
<th>Exceeds Objective (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entries lack cohesion and insight. They may be written as lists and do not flow. The use of</td>
<td>The entries are thoughtful, cohesive and honest. The insights are shared in terms of the</td>
<td>The entries are thoughtful, cohesive and honest. The insights are shared in terms of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the conventions of language interfere with the presentation of ideas.

paradigm for supporting. The conventions of language are generally followed and the entries follow a writing trajectory that indicates growth as a thinker and writer.

paradigm for supporting growth for the writer and for student writers. The conventions of language are generally followed and the entries follow a writing trajectory that indicates growth as a thinker and writer as well as implications for cultivating student writers.

Class participation (10 pts)
You will be expected to participate in class and online discussions, “quick writes” based on course readings and lectures, and “strategy development activities” designed to facilitate your familiarity and competence using various reading, writing, and study skill strategies and modifications.

This also includes the work that you do for various class activities such as creating and maintaining a bibme.org file of potential Mentor texts, completing short online activities and other applications of learning in class.

Evaluated criteria: Evidence of reading/listening, insightfulness of comments, frequency of participation with other class members; integration of your professional learning for the sake of the group

<table>
<thead>
<tr>
<th>Quality and Frequency of Contributions</th>
<th>10 points</th>
<th>8 points</th>
<th>&gt;7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives. Completes all course activities that apply learning.</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways. Completes most course activities related to course content.</td>
<td>Attends class regularly but rarely and/or never contributes to the discussion in the aforementioned ways. Completes a limited number of the activities that are applications of course content.</td>
<td></td>
</tr>
</tbody>
</table>

Course Schedule

Following is a tentative schedule of the course proceedings. Sometimes changes will be made to make the course flow more logically or to allow more focus on a topic. Some due dates may be altered to benefit the students. Any changes will be discussed in class prior to changes taking effect. Papers may be submitted electronically on Blackboard Learn and note that all class members will be able to access and see your work. All assignments MUST BE turned in by the end of the day on December 4, 2013.
Note:
The course syllabus is subject to change. When possible, the instructor will make every effort to inform students in advance as to the nature of any changes.
## RLA 514 Calendar – FALL 2013

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/DUE</th>
<th>Journal Entries Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introduction, Course overview and expectations; Course pre-assessment</td>
<td>* The readings will vary based on your chosen resources</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Writing vocabulary; Early literacy development and the relationship between reading and writing</td>
<td>Graham, McKeown, Kiuhara, &amp; Harris (2012)</td>
<td>1</td>
</tr>
<tr>
<td>9/11</td>
<td>CCSS ELA for Writing; Emergent Writing Development Stages</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9/18</td>
<td>Writing expectation for teaching and assessing young writers; grades K-2; Role of Mentor Texts</td>
<td>Williams &amp; Pilonieta Article, Hsu article on Writing Partners</td>
<td>3</td>
</tr>
<tr>
<td>9/25</td>
<td>Stages of the Writing Process; Overview of Writing Genres; Writing Programs; Supporting ELL students</td>
<td>Hough, Hixson, Decker, &amp; Bradley-Johnson article; Read article</td>
<td>4</td>
</tr>
<tr>
<td>10/2</td>
<td>Writer’s Workshop-Structure (mini-lesson, independent writing and conferencing) elements and assessment; Focus on grades 3-5 writers; Conferencing with writers-teacher, peer, and parent</td>
<td>Newman, Bizarri article, Gilbert &amp; Graham article</td>
<td>5</td>
</tr>
<tr>
<td>10/9</td>
<td>Integrations of spelling, vocabulary and conventions of language: Response to text; Focus on grades 6-8 writers supporting and assessing</td>
<td>Cummins &amp; Quiroa article</td>
<td>6</td>
</tr>
<tr>
<td>10/16</td>
<td>Focus on grades 9-12 writers with persuasive and narrative writing</td>
<td>Sweeny article</td>
<td>7</td>
</tr>
<tr>
<td>10/23</td>
<td>Writing across the content areas in grades 3-12; Expository Writing</td>
<td>Donovan &amp; Smolkin article</td>
<td>8</td>
</tr>
<tr>
<td>10/30</td>
<td>Using technology to support writers; audience and product</td>
<td>Professional Reading Presentations</td>
<td>9</td>
</tr>
<tr>
<td>11/6</td>
<td>NO CLASS Meeting-Dr. Richards @ a conference</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>11/13</td>
<td>Vertical and horizontal articulation of writing goals</td>
<td>Professional Reading Presentations</td>
<td>11</td>
</tr>
<tr>
<td>11/20</td>
<td>Writing as thinking; role of inquiry in writing</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>11/27</td>
<td>Managing the classroom for effective reading and writing development</td>
<td>Thanksgiving-NO CLASS MEETING</td>
<td>13</td>
</tr>
<tr>
<td>12/4</td>
<td>Course closure; Student evaluations</td>
<td>Writer’s Workshop Lessons Due</td>
<td></td>
</tr>
<tr>
<td>12/11</td>
<td>Final Exam Day, will meet if necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>