RLA 514-01: Process, Development and Teaching of Writing
Eastern Connecticut State University
Fall 2010, 3 Credits
Webb 112
Tuesdays, 4:00-6:45 p.m.

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Office Hours: Tue: 2:30 – 4:00
                   Wed: 2:30 – 4:00
                   Thur: 2:00 – 4:00

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 Vista (WebCT) 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/

Electronic communication: Effective August 1, 2009, Eastern email will become 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.

Disability Statement: 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 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.
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>Domain 1: Content and Essential Skills</td>
</tr>
<tr>
<td>2: Pedagogical Knowledge (PDK)</td>
<td>2: Evidence-based/Standards-based Instruction</td>
<td>Domain 2: 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>Domain 3: Planning for Active Learning</td>
</tr>
<tr>
<td>4: Technology as a Tool to Teach (TTT)</td>
<td>4: Assessment</td>
<td>Domain 4: Instruction for Active Learning</td>
</tr>
<tr>
<td>5: Diversity (DIV)</td>
<td>5: Professional Behaviors and Responsibilities</td>
<td>Domain 5: Assessment for Learning</td>
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<tr>
<td>6: Professionalism (PRF)</td>
<td></td>
<td>Domain 6: 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>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the features of early and emergent writing</td>
<td>ECP: 1.1 PTC: 1 CCT: 1</td>
<td>3.1.1</td>
<td>1.1, 4.3</td>
</tr>
<tr>
<td>Develop an understanding of the stages of children’s spelling development</td>
<td>ECP: 1.1 PTC: 1 CCT: 1</td>
<td>3.1.7</td>
<td>1.1; 1.3; 3.1; 3.2</td>
</tr>
<tr>
<td>Demonstrate the ability to assess student writing, both formally and informally</td>
<td>ECP: 2.4 PTC: 1, 4 CCT: 1, 5</td>
<td>3.1.1; 4.10</td>
<td>1.3; 1.4; 3.1; 3.2; 3.3</td>
</tr>
<tr>
<td>Demonstrate an understanding of the cognitive processes involved in writing</td>
<td>ECP: 1.1 PTC: 1 CCT: 1, 2</td>
<td>3.1.1</td>
<td>1.1; 3.1; 3.2;</td>
</tr>
<tr>
<td>Demonstrate a conceptual understanding of the writing process</td>
<td>ECP: 1.1 PTC: 2 CCT: 1, 3</td>
<td>3.1.7; 3.4.1; 3.4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Describe the various types and features of writing workshop</td>
<td>ECP: 1.1 PTC: 2, 3, 4 CCT: 1, 2, 3, 4, 5</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>
</tr>
<tr>
<td>Describe multiple ways of teaching the writing conventions, such as grammar, spelling, and handwriting</td>
<td>ECP: 2.1 PTC: 2, 3, 4 CCT: 1, 2, 3, 4, 5</td>
<td>3.1.6; 3.1.7; 3.2.5</td>
<td>4.1; 4.3</td>
</tr>
</tbody>
</table>
| Describe various strategies for sharing children’s writing | ECP: 2.1  
PTC: 2, 5  
CCT: 1, 2, 6 | 4.3 |
| Develop strategies for helping children develop the concept of author | ECP: 2.1  
PTC: 1, 2  
CCT: 1, 3 | 4.3 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |

**Readings**

**Required Text Books**


**Suggested Supplemental Books**


**Articles**


**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. Rubrics will be supplied on the course website. See the calendar for due dates. Maximum total points for the course is 165, with the total scores being “curved” to ensure a fair distribution of grades.

**CBM Writing assessment summary (30 pts)**
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 ECSU 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. Guidelines will be discussed in class and a rubric will be provided.

**Spelling assessment summary (30 pts)**
Each student will be required to find a student/group/class at a relevant age/grade level that can participate in a short spelling assessment project. The ECSU student will administer the spelling assessment from *Words Their Way*, and then write an assessment summary in which they discuss the present level of performance and provide some brief recommendations on instruction that might help the student(s) to improve. Guidelines will be discussed in class and a rubric will be provided.
Lesson plans and rubric for a writing workshop (30 pts)
The lesson plans will follow the general guidelines set forth by the lesson plan format in the student teaching manual. 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 the Starting Points 10-day model, or another writing workshop model.

Reading, writing, and talking about current issues in writing instruction: Review of literature (30 pts)
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 30-45 minute presentation. The class will develop a rubric to evaluate each 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

Final Reflection (15 pts) Short reflective paper concerning: what you learned; how it will affect your teaching; what you still want to learn about

Journaling (20 pts)
Students will be required to upload a response journal to the course website each week, based upon the readings for the week, or in response to a prompt provided by the instructor. The journal is to be a maximum of one page, and will be due by noon on the day of class. No late journal entries will be accepted. There will be at least ten of these, so each will be worth 2 points.

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.
Evaluative criteria: Evidence of reading/listening, insightfulness of comments, frequency of participation with other class members

Note:
• Any student missing more than one class session may suffer a reduction in grade and will be held accountable for the materials covered in class. Please do NOT ask the instructor to fill you in on what you missed; check with a classmate. The instructor does not differentiate between reasons for absence.
• 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.

Course Schedule
Below 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 to the email address of the instructor. All papers MUST BE turned in by the end of the day on December 7, 2010.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/DUE</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction. Course overview.</td>
<td>What is writing? How do we do it? How did you learn to write?</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Reading Development and Models of Writing; Emergent Writing</td>
<td>Chapter posted online</td>
<td>1</td>
</tr>
<tr>
<td>9/14</td>
<td>Early Writing development</td>
<td>READ: LTW Chapter 1</td>
<td>2</td>
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<tr>
<td>9/21</td>
<td>Assessment: formal and informal</td>
<td>ABC’s of CBM Chapter (online)</td>
<td>3</td>
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<tr>
<td>9/28</td>
<td>Writing in the primary grades</td>
<td>READ: LTW Chapter 2&lt;br&gt;<strong>Primary presentation</strong></td>
<td>4</td>
</tr>
<tr>
<td>10/5</td>
<td>Writing workshop</td>
<td>READ: Rothermel download &lt;br&gt;READ: Urbanski Chap. 1-4</td>
<td>5</td>
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<tr>
<td>10/12</td>
<td>Writing workshop</td>
<td>READ: Urbanski Chap 5-8</td>
<td>6</td>
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<tr>
<td>10/19</td>
<td>Writing in the upper elementary</td>
<td>READ: LTW Chapters 4 &amp; 5 &lt;br&gt;<strong>Elementary writing workshop presentation</strong></td>
<td>7</td>
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<tr>
<td>10/26</td>
<td>Writing at the middle school level</td>
<td>READ: LTW Chapter 7 &lt;br&gt;<strong>DUE: CBM assessment project</strong></td>
<td>8</td>
</tr>
<tr>
<td>11/2</td>
<td>Writing at the secondary level</td>
<td>READ: Chapters 8 &amp; 9 LTW &lt;br&gt;<strong>Secondary writing workshop presentations</strong></td>
<td>9</td>
</tr>
<tr>
<td>11/9</td>
<td>Assessment: Formal and Informal</td>
<td>READ: Chapters 1-3, plus relevant age chapter(s) WTW &lt;br&gt;<strong>DUE: Writing workshop plans and rubric</strong></td>
<td>10</td>
</tr>
<tr>
<td>11/16</td>
<td>Assessment: Formal and Informal</td>
<td>READ: Chapter 12 LTW; Rubrics handout &lt;br&gt;<strong>Struggling writers &amp; SRSD presentation</strong></td>
<td></td>
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<tr>
<td>11/23</td>
<td>Writing is technology Writing research</td>
<td>READ: Chapter 11 LTW &lt;br&gt;READ: Writing Next (online) &lt;br&gt;<strong>Technology &amp; Expository presentation</strong></td>
<td>11</td>
</tr>
<tr>
<td>11/30</td>
<td>Writing for ELL students</td>
<td>READ: Chapters 3 &amp; 6 LTW &lt;br&gt;<strong>DUE: Spelling assessment project</strong></td>
<td>12</td>
</tr>
<tr>
<td>12/7</td>
<td>Course closure; Student evaluations</td>
<td><strong>DUE: What you learned; how it will affect your teaching; what you still want to learn about</strong></td>
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<tr>
<td>12/14</td>
<td>Final Exam Day</td>
<td><strong>Final Exam Day</strong></td>
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