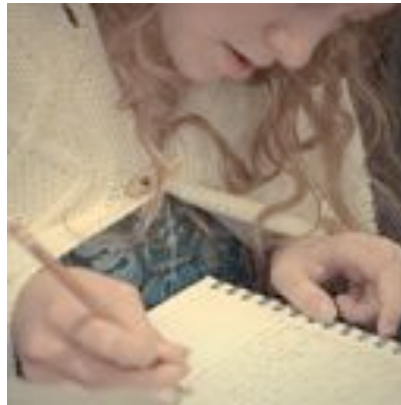


ENG 315: Teaching Writing in the Elementary and Middle School

<http://eng315spring2013.wikispaces.com>

Spring 2013
Dr. Troy Hicks
Section 22215138
Office: Anspach 204
troy.hicks@cmich.edu



"If we ourselves are immersed in an ongoing way in our own writing, we have a fabulous resource to draw from when we teach."

Lucy Calkins, *The Art of Teaching Writing*

ENG 315 is designed for you to grow as a writer and as a teacher of writing.

We all write.

Yet, not all of us consider ourselves to be "writers." For many of us, we have fond memories of writing in the early years of elementary school, yet by middle school few of us would claim to enjoy writing.

How can we help our students write about topics that they care for, in genres that they appreciate, while still meeting state and national standards? These are the types of questions

we will explore in ENG 315 as you explore what it means to be a writer and a teacher of writing.

Through a variety of course readings that will be assigned each week – including Lucy Calkins still-influential *The Art of Teaching Writing* – as well as numerous writing activities and your midtier field placement, *as a teacher of writing* you will have opportunity to explore key concepts related to writing and teaching in a writing workshop

such as student choice, structured management, genre study, and publication.

Equally important, you will explore your own ideas *as a writer*. We will work through the writing process and discover new ways to revise our writing. You will have opportunities to give and receive feedback from your classmates and teacher.

And, through this process, my sincere hope is that you re-discover a passion for writing.

Course Objectives:

1. Become familiar with a variety of writing process pedagogies and theories.
2. Learn "best practice" methodologies for writing in the language arts curriculum and across other subject matter.
3. Write and respond in a classroom setting, both our own and in a midtier placement.

Personal Writing Projects

1. Writer's Profile (Jan 22)

Based on your experiences as a writer, you will create a writer's profile that shares your interests and goals.

2. Personal Narrative (Feb 5)

In this assignment, you will develop a short story based on a personal experience.

3. "This I Believe" (Feb 26)

Also based on a personal experience, you will craft an opinion essay and record it as a podcast.

4. Exploring an Unfamiliar Genre (Mar 12)

You will explore an "unfamiliar" genre as a way to better understand the concept of genre.

5. Digital Story (Apr 23)

As a final writing project, your digital story will allow you to combine your voice, images, music, and other elements in a short video.

Each of these assignments will also include a brief reflection.

Choice. Inquiry. Reflection.

These ideas will guide your writing.

Multigenre Research Project

As a future teacher of writing, this assignment invites you to delve deeper into a topic of personal interest and explore that topic in a manner that will be professionally useful beyond ENG 315.

This will begin with the process of a traditional research paper, integrating sources and your own experiences, but will be written in different genres (e.g., magazine-style interview, informational website, annotated lessons, etc.).

It will include:

- An interview with an education expert (such as your midtier teacher).
- Two mini lessons related to your topic, with clear connections to a mentor text from children's or young adult literature.



- A letter to parents that states your beliefs about teaching writing.
- A classroom visual or teaching tool (such as a poster, interactive, or handout)
- One additional genre of your choice that speak to different audiences including fellow teachers, students, or parents.

Project Due Date: April 2

Midtier Field Experience

While you are in your midtier placement each week, you will compose a brief entry in Google Drive (apx 100 words) about the teaching practices you see during workshop time as well as describing your interactions with a focus student.

At three points in the semester, you will write a set of field notes about your experience shared via Google Drive. Always use pseudonyms for people in your field notes. Your writing should discuss and analyze the environment, lessons, and student work in the midtier and demonstrate depth and complexity, integrating materials from class and course readings.

You are allowed *no absences in your midtier*. If you miss a day in your midtier, due to school cancellations or personal reasons, you must make it up so your total hours for the semester are between 20-24.

Key Dates:

- ICHATS Due: 1/11/13
- First Week of Midtier: 1/28/13
- CMU Spring Break: 3/4/13
- School Spring Break: 4/1/13
- Final Week of Midtier: 4/15/12
- Make-Up Week of Midtier: 4/22/12



Professional Development Experience

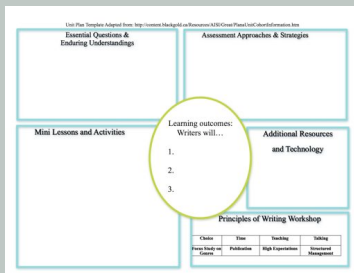
Teachers are expected to design personalized professional development plans. This response will consist of three parts: a draft of your professional development plan and final presentation and book review recorded as a screencast.

For part of your PD, you should attend a professional conference, workshop, or online event. The purpose of this assignment is for you to, quite literally, enter the professional conversation about what it means to be a teacher of writing. If financial considerations prevent your from attending any of the following events, you may complete an appropriate alternative assignment by responding to articles from a professional journal or viewing webinars or online videos.

Requirements:

- Six hours of outside professional development
- Read and review one professional book
- Create a final presentation recorded as a screencast

Presentation due on April 23



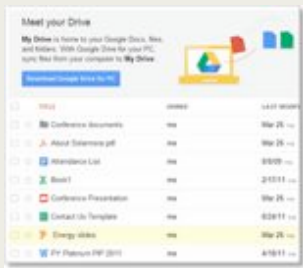
Collaborative Thematic Unit Plan

In groups of three or four, you and your peers will collaboratively design a thematic unit plan broadly based on one of the three text types from the Common

Core State Standards for writing – narrative, information, or argument/opinion writing. As we analyze other unit plans, we will discuss the components of this project that will likely include: a unit map, essential questions, five to ten mini-lessons, and formative and summative assessments. **Project Due Date: April 16**

Writing and Technology

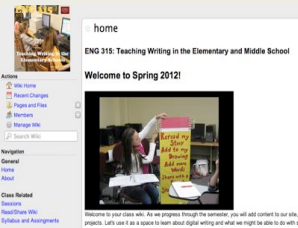
Google Drive
drive.google.com



As a teacher of writing, you will use a variety of technology tools to collaborate with colleagues and enhance writing instruction. While I understand that technology can be frustrating at times, my experience as a teacher has been that the benefits of using technology can far out-weigh the costs, especially as we consider what it means to be a writer today.

Two of the web-based services that we will explore and use this semester will include Google Drive and Wikispaces. Please make accounts with these services before we begin using them in class.

Moreover, all of your final work from ENG 315 will be collected in your Mahara portfolio, so creating your work with these digital tools will allow you to make a smooth transition at the end of the semester.



Wikispaces
www.wikispaces.com



Attendance

Because we only meet once a week, you are allowed *one absence from class* without penalty to your grade. Additional absences will result in an automatic 40 point reduction from your final score. If you have extenuating circumstances that may lead to multiple absences, please contact me as soon as possible to discuss options.

Background Check

Procedures require that you need to have an ICHAT form on file for the ENG 315 midtier experience. Procedures for acquiring an ICHAT will be discussed in class.

Accommodations for Students with Disabilities

CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (250 Foust Hall, 774-3018, TDD #2568), and then contact me as soon as possible.

Academic Integrity

I would expect that because you are planning to be teachers, you already value academic honesty and respect for others in the classroom. Violation of the University policies will result in a failing grade for the assignment and/or course and could seriously jeopardize your student teaching plans. **All forms of plagiarism are in violation of these policies and are unacceptable in this class.**

Writing Center

Because writing is such an important part of a college education, CMU provides free writing center support to all CMU writers, at any stage of the process, from brainstorming to final editing, and for any class. I encourage, but will not require, you to utilize the writing center. You will find their services valuable both as writers and future teachers of writing.