

Course Syllabus

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| <u>Course:</u> | EDZU 9013 <u>Enhancing Your Writing Instruction</u> |
| <u>Credit Hours:</u> | 3.0 credits / 45 hours |
| <u>Instructor:</u> | Patricia Anzalone |

Course Description

Spice Up Your Writing! Grades K-8 Writing is an endless adventure! Coherent writing is essential for school and everyday life. This course will provide you with a variety of resources to spice up your writing instruction. Throughout the course participants will reflect upon their own techniques for teaching writing and fine tune certain areas. Participants will gain knowledge of how to conduct a writer's workshop and leave with a variety of mini-lessons. You will engage in authentic writing that has purpose that can easily be implemented in the classroom setting. Helping your students develop strong writing skills will help strengthen their reading abilities and help them communicate more effectively. If your looking for ways to motivate your reluctant writers and enhance your writing instruction than this course is for you.

Course Goals

To Know

1. How to engage their students in authentic writing.
2. The benefits of writing instruction.
3. Why writing is important for school and everyday life.

To Understand

1. How to engage in writer's workshop.
2. What to ask during a writing conference.
3. The difficulty struggling writers face.

and To Be Able To

1. Implement mini-lessons geared toward your population of students.
2. Make use of a variety of interactive websites that exist to support struggling writers.
3. Identify an authors craft.
4. Implement writing strategy organizers.

Course Outline

- I. Discuss writer's workshop and how to set the stage in your classroom for creating a conducive environment.
- II. Participants will elicit ways in which they utilize technology for writing purposes in the classroom.
- III. Participants will explore websites that they can use to support their writing instruction and discuss its usage in the classroom.
- IV. Participants will review Lucy Calkin's teaching strategies on stretching words, personal word walls, stop and jots, and editing.
- V. Participants will become familiar with Shelley Harwayne's questioning techniques when conferencing with a student.
- VI. Participants will create text-to-text connection lessons as well as incorporate Steve Peha's writing strategy organizers.
- VII. Participants will engage in and create a variety of mini lessons that can be implemented for their population of writers.
- VIII. Participants will become familiar with book leveling charts in order to choose just right books for their writing lessons

Methods of Instruction

Teachers enrolled in the course will engage in authentic writing that has purpose that can easily be implemented in the classroom setting. Teachers will gain knowledge how to conduct a writer's workshop. They will review articles on the topic, review mini-lessons and create them to suit their population of students. Teachers will review prompted writing versus creative writing. Teachers will also communicate with other teachers to share successful strategies for helping struggling writers.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Student performance will be rated by viewing and responding to their forum discussions. Mini-lessons created for their class settings will be reviewed and evaluated to ensure that they demonstrate understanding of writing ideas through article responses.

Graduate students who wish to obtain a B in the course will provide 2 formal lesson plans that incorporate writing and review 1 article based on writing.

Graduate students who wish to obtain an A in the course will complete 3 formal lesson plans that incorporate writing, research an article related to writing and include a summary of key points discussed.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

| Assignment | Time (in hours) |
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| Readings on writer's workshop by Lucy Calkins and Shelley Harwayne | 2 |
| Readings on how to conference with your writers | .5 |
| Readings on selecting books for craft study and the craft of writing by Katie Wood Ray | 1 |
| Forum discussion on the reflection on your own experience with writing and how you teach and motivate your writers. | 1 |
| Article reading on prompted writing or creative writing | 1 |
| Implement Steve Pehas's writing strategy organizers to use as a model for your class | 3 |
| Conduct research on the importance of writing and writer's workshop and provide a summary of your findings | 3 |
| Research a writing rubric and create one suitable to a specific population | 2 |
| Create an ABC's of writing list | 1 |
| Creation of 3 writing mini-lessons appropriate for a specific population | 3 |
| Review websites related to writing and respond to how they can be Implemented within a specific class setting | 2 |
| Research interactive writing websites to motivate struggling readers and determine it's implications for your class setting | 2 |
| Creation of a guided imagery lesson with related text | 1.5 |
| Creation of a character poem related to a text | .5 |
| Exploration of quotes pertaining to writing | .5 |
| Engagement in writing for authentic purposes | 2 |
| Sharing of picture books that lend themselves to teaching writing craft | .5 |
| Formulate a book list for specific craft studies | 1 |
| Text-to Text Connections lesson | 1 |
| Reading on the stages of conventional writing | 1 |
| Creation of a topic web related to a picture book | 1 |
| Creation of an emotional literacy lesson with the inclusion of a picture Book and writing craft | 2 |

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| Reading on ten creative writing activities | 2 |
| Readings on the benefits of writing instruction | .5 |
| Discussions and sharing of your best piece of writing | .5 |
| Exploration of units of study for teaching writing from Teachers College | 2 |
| Forum discussion on struggling writers and what tools help boost their Writing skills | .5 |
| Creation of a mini lesson idea related to Aimee Bender's novel "The Particular Sadness of Lemon Cake" | 1 |
| Sharing of leveled charts, texts and skills that correlate | .5 |
| Exploration of the tumble books website to aid in a writing activity | 1 |
| Creation of 2 formalized lesson plans integrating a writing activity | 5 |
| Research an article that features writing skills and its benefits | 3 |
| Total Time | 45.00 |