

College	Clemmer College of Education
Department	Curriculum and Instruction
Course ID	READ 3200
Course Title	Teaching Writing and Language Arts in the Elementary School
Credit Hours	3
Prerequisites	Admission to Teacher Education; Completion of READ 3000 and READ 3100
Corequisites	NA
Instructor	Dr. Huilli Hong
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Office Hours	Mondays 8:30-11:00am; Wednesdays 8:30-11:00 am
Catalog Description	The course addresses foundations, content, and pedagogies of elementary writing and language arts, including teaching strategies, curriculum materials, and children's literature to teach writing and language arts in K-6 classrooms.

Purpose and Goals

The purpose of this course is to introduce teacher candidates to the theories, content, and pedagogies of writing and language arts in the elementary school (grades K-6), including the strategies, curriculum materials, and children's literature used to teach writing as a process.

The goals of this course are:

- To identify methods to observe and evaluate student progress toward writing and language arts objectives
- To explore, design, develop, and critique a repertoire of strategies and resources for use in classrooms that include culturally diverse, exceptional, and struggling learners
- To construct community within the classroom and appreciate the contributions of home-based language to school learning
- To utilize writing as a tool for social action
- To evaluate language arts position statements, resources, and materials in light of current theories of language learning
- To apply curriculum decision making
- To synthesize trends, competing theories, political, historical, and ethical issues in teaching writing and language arts
- To assess teacher dispositions that encourage, model and enact life as a writer

Major Course Topics

Language learning, including creating community, conditions of learning, learning language, learning about language, learning through language, the role of talk in writing instruction; language acquisition and variation, such as language development, theories of language acquisition, dialects and historical change in language use, home-based language use; planning writing instruction, including common core curriculum standards, backward design, using assessment to guide instruction, inductive/deductive writing instruction, integrating reading and language arts; assessing and evaluating student writing, including the art of listening, conferring, rubrics, portfolios, developmental profiles, formative, summative assessments, Tennessee writing assessment; writing as a process/authoring cycle, including writer's notebook, generating topics, identifying purpose pinpointing an audience, envisioning mode of writing, planning, drafting, revising, editing, publishing, responding to writing, traits, and craft of writing; skills and strategies of writing, such as grammar, mechanics, spelling, handwriting, punctuation, capitalization, integrating skills and strategies within the writer's workshop; resources and materials for teaching writing and language arts, including children's literature, graphic organizers, language arts textbooks, web-sites, writing centers, text sets; leading the life of a writer, including professional organization position statements, professional journal articles on teaching writing, personal beliefs about writing instruction, writing as a tool for social action

Learning Outcomes

At the completion of this course, teacher candidates are expected to:

- identify Cambourne's Conditions of Learning within instructional practices
- evaluate student writing for evidence of language development
- define research-based instructional methods for teaching writing and language arts and employ the theoretical bases for the practices
- assess the way in which talk influences student writing
- reflect on the way in which oral and written language acquisition and home-based language use impacts school learning
- utilize the Common Core Curriculum, student writing samples, observations, and knowledge of students to reflect and design instruction
- critique writing conferences with students
- evaluate student writing with rubric
- analyze the value and ethical issues of various writing assessment methods
- engage in the writing process, including keeping a writer's notebook, generating a topic, identifying a purpose, audience, and mode of writing and moving writing from planning through the publishing phase
- design instructional materials and plans that demonstrate sound understanding of language arts teaching and learning
- evaluate materials and resources used to teach writing and language arts
- generate a text-set used to teach specific content within language arts curriculum
- compose writing that addresses the use of writing for social action

Major Assignments

Assignment 1: ABC Chart_ About Me

It is part of our joint efforts of building a community of professionals. Candidates complete an ABC chart to introduce yourself and to upload to the dropbox and discussion board.

Assignment 2: Kid-Watching Project

Candidates engage in close observation of a writing instruction period with focus on teachers' writing instruction, students' writing processes, and literacy environment. After their observation, candidates will write a report describing and discussing their classroom observation.

Assignment 3: Interview Project

Before, during, or after the Kid-watching project, candidates will set an interview appointment with an English language learner or the teacher who has experiences of working with English language learners and write a report on diverse learners' needs in literacy learning, especially during their learning to writing and writing process.

Assignment 4: Text-Set Project

Candidates create a text-set around a specific mode, genre, or theme of writing, and develop a set of mini-lessons to use with the text-sets, including anchor charts and writing models.

Assignment 5: Teaching Writing Notebook

Candidates develop a multimedia and multimodal notebook to use when teaching writing and language arts with sections for a) organizing a writer's workshop block; b) on-line resources for teaching writing; c) annotated list of professional books on the topic of reading; d) writing center materials; e) graphic organizers to plan writing. The notebook can be a power point file, prezi file, wiki, google site, blog, or other spaces/forms you can imagine and create.

Assignment 6: Interdisciplinary Writing Unit

Candidates develop an interdisciplinary writing unit to address a set of writing skills and standards. At the end of this semester, candidates will present their writing unit to their colleagues.

Grading Plan

Participation (including on line discussion).....	300 points
ABC Chart_ About Me	50 points
Kid-Watching Project	100 points
Interview Project	100 points
Text-Set Project	100 points
Writing Teacher's Notebook	100 points
Writing Unit Plan	150 points
Total.....	900 points

Grading Scale

Undergraduate	
Percentage	Letter
100-94	A
92-93	A-
90-91	B+
83-89	B
81-82	B-
79-80	C+
72-78	C
70-71	C-
68-69	D+
61-67	D
60 and Below	F

Attendance Policy

Absences are discouraged. The course permits a maximum of one unexcused absence or two excused absences for reasons specified in the student handbook with documentation. If students exceed the two absence maximum, they may drop the course without penalty, receive a grade of incomplete, or receive a failing grade, depending on circumstances.

Other Information

The course addresses the following standards: NCATE (1, 2, and 4); CCOE Dimensions (1, 2, 3, 4, 5, 6, 7, 8, 9, and 10); INTASC (1, 2, 3, 4, 5, 6, 7, 8, 9, and 10); English Language Arts; International Reading Association Standards (1, 2, 3, 4, and 5); and Tennessee English Language Arts standards.

Academic Integrity Policy

Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates and penalties are severe. Below are ETSU's policies on plagiarism and similar offenses:

Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures because of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.

In cases of plagiarism, cheating on quizzes or the final exam, and other forms of academic dishonesty, the student receives an “F” in this course with the situation referred to the Chair and the Dean of students for further discipline.

Required Textbook(s)

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Leograndis, D. (2008). *Launching the writing workshop: A step-by-step guide in photographs*. New York: Scholastic.

Recommended Reading

NA Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. New York: Avon Books.

Heard, G. (1995). *Writing toward home: Tales and lessons to find the way*. Portsmouth, NH: Heinemann.

Lamott, A. (1994). *Bird by bird*. New York: Anchor Books.

Zinser, W. (2006). *On writing well: The classic guide to writing nonfiction* (30th ann. ed.). New York: Harper Collins.

Supplemental Materials

Anderson, C. (2005). *Assessing writers*. Portsmouth, NH: Heinemann. [not in ETSU library]

Anderson, J. (2011). *10 things every writer needs to know*. Portland, ME: Stenhouse. [not in ETSU library]

Anderson, J. (2005). *Mechanically inclined. Building grammar, usage and style into the writer's workshop*. Portland, ME: Stenhouse. [not in ETSU library]

Anderson, J. (2007). *Everyday editing*. Portland, ME: Stenhouse. [not in ETSU library]

Bamford, R. A., & Kristo, J. V. (1998). *Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8*. Norwood: Christopher-Gordon Publishers, Inc. [not in ETSU library]

Bloodgood, J. W. (2002). Quintilian: A Classical Educator Speaks to the Writing Process. *Reading Research and Instruction*, 42(1), 30-43.

Boldt, G., Gilman, S., Kang, S., Olan, E., & Olcese, N. (2011). Having Words: Contrasting Perspectives on Children's Writing through the History of Language Arts. *Language Arts*, 88(6), 439-448.

Bomer, K. (2010). *Hidden gems*. Portsmouth, NH: Heinemann. [not in ETSU Sherrod Library]

Bruning, R., & Horn, C. (2000). Developing Motivation to Write. *Educational Psychologist*, 35(1), 25-37.

Buckner, A. (2005). *Notebook know-how: Strategies for the writer's notebook*. Portland, ME: Stenhouse. [not in ETSU library]

- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann. [ETSU Sherrod Lib. Call No.: PE1404 .C29 1994]
- Calkins, L. (2003). *Units of study in the primary classroom: A year-long curriculum*. Portsmouth, HN: Heinemann. [not in ETSU Sherrod Library]
- Calkins, L., Cruz, C., Martinelli, M., Chiarella, M., Kessler, T., Gillette, C., & McEvoy, M. (2006). *Units of study for teaching writing, grades 3-5*. Portsmouth, HN: Heinemann. [not in ETSU Sherrod Library]
- Carlson, C. (2009). *Guiding students into information literacy: Strategies for teachers and teacher-librarians*. Lanham, MD: Scarecrow Press. [ETSU Sherrod Lib. Call No.: eBook]
- Common Core. (2011). *Common core curriculum maps: English language arts, grades 6-8*. San Francisco, CA: Jossey-Bass. [not in ETSU library]
- Dixon, C. (Ed.). (2007). *Lesson plans for teaching writing*. Urbana, IL: National Council of Teachers of English. [ETSU Sherrod Lib. Call No.: 1631 .L413 2007]
- Dorfman, L. & Capelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse Publishers. [not in ETSU Sherrod Library]
- Farr, R., & Others. (1990). Writing in Response to Reading. *Educational Leadership*, 47(6), 66-69.
- Fletcher, R. (1999). *Live writing: Breathing life into your words*. New York, NY: Harper Collins. [not in ETSU library]
- Fletcher, R. (1996). *Breathing in, breathing out*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Fletcher, R. & Portalupi, J. (2007). *Craft lessons*, 2nd ed. Portsmouth, NH: Heinemann. [not in ETSU library]
- Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. New York: Avon Books.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through mentor texts*. Portland, ME: Stenhouse. [not in ETSU library]
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2007). *Best Practices in Writing Instruction*. New York. [ETSU Sherrod Lib. Call No.: LB1576 .487 2007]
- Griffith, R. R. (2010). Students Learn to Read Like Writers: A Framework for Teachers of Writing. *Reading Horizons*, 50(1), 49-66.
- Harris, K. R., Lane, K. L., Graham, S., Driscoll, K. S., Brindle, M., & Schatschneider, C. (2012). Practice-Based Professional Development for Self-Regulated Strategies Development in Writing: A Randomized Controlled Study. *Journal of Teacher Education*, 63(2), 103-119.
- Heard, G. (1995). *Writing toward home: Tales and lessons to find the way*. Portsmouth, NH:

Heinemann.

- Heard, G. (1999). *Awakening the heart: Exploring poetry in the elementary and middle school*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Heard, G. (2002). *The revision toolbox: Teaching techniques that work*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Hirai, D. (2010). *Academic language/literacy strategies for adolescents: A how-to manual for educators*. New York: Routledge. [ETSU Sherrod Lib. Call No.: LB1632. A23 2010]
- Horn, M. & Jacobbe, M. (2007). *Talking, drawing, writing: Lessons for our youngest writers*. Portland, ME: Stenhouse Publishers. [not in ETSU Sherrod Library]
- Hoyt, L., & Stead, T. (2012). *K-5 explorations in teaching non-fiction writing*. Portsmouth, NH: Heinemann. [not in ETSU Sherrod library]
- Lickteig, J. (1981). Research-based Recommendations for Teachers of Writing. *Language Arts*, 58(1), 44-50.
- Portaluppi, J. & Fletcher, R. (2001). *Nonfiction craft lessons: Teaching information writing, K-8*. Portsmouth, NH: Heinemann. [not in ETSU Sherrod library]
- Ray, K. W. (1999). *Wondrous Words: Writers and Writing in the Elementary Classroom*. Urbana: National Council of Teachers of English. [not in ETSU Library]
- Ray, K. W. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Ray, K. W. (2010). *In pictures and in words: Teaching the qualities of writing through illustrations*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Ray, K. W. & Cleveland, L.B. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Shellard, E. (2004). *Writing across the curriculum to increase student learning in middle and high school*. Arlington, VA: Educational Research Service. [ETSU Sherrod Lib. Call No.: LB1631 .S24 2004]
- Slaughter, H. (2009). *Small group writing instruction, k-5*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Topping, D. & Hoffman, S. (2006). *Getting grammar: 150 new ways to teach an old subject*. Portsmouth, NH: Heinemann. [not in ETSU library]
- Urquhart, V. (2005). *Teaching writing in the content area*. Alexandria, VA: Association for Supervision and Curriculum Development. [ETSU Sherrod Lib. Call No.: eBook]
- Yancey, K. B. (2009). *Writing in the 21st Century*. Urbana: National Council of Teachers of English.

**READ 3200 TEACHING WRITING AND LANGUAGE ARTS IN THE
ELEMENTARY SCHOOL**

COURSE SCHEDULE

**COURSE INTRODUCTION MODULE
8/25/2014**

TOPICS

Course Syllabus and Course schedule

READINGS

Middleton (2000): A community of learners (D2L)

ASSIGNMENTS

ABC chart-About me (due by 11pm, 8/26/14)

A survey of our literacy beliefs (in class)

**MODULE I
ESSENTIALS OF WRITING
8/27/14 – 9/7/14**

TOPICS

Early reading and writing continuum

Making meaning on the page and in our lives

Essentials of children writing

READINGS

Calkins – The Art of Teaching Writing (Chapters 1-4)

DISCUSSION FORUM

Defining literacy (open forum)

**MODULE II
LET CHILDREN SHOW US HOW TO TEACH
9/8/14 – 9/14/14**

TOPICS

Lessons from children

The foundation of literacy

Developing learning communities

Stages of children's reading and writing development

READINGS

Calkins – The Art of Teaching Writing (Chapters 5-10)
Ralph Fletcher: Tips for young writers: writer's note book
Ten top writing tips for kids who love to write (D2L article)

DISCUSSION FORUMS

Kid-watching project discussion forum
ELL interview project discussion forum

ASSIGNMENTS

Kid-watching project (Due by 11pm, 11/9/14)
Candidates engage in close observation of a writing instruction period with focus on teachers' writing instruction, students' writing processes, and literacy environment. After their observation, candidates will write a report describing and discussing their classroom observation.

ELL Interview project (Due by 11pm, 11/16/14)
Before, during, or after the Kid-watching project, candidates will set an interview appointment with an English language learner or the teacher who has experiences of working with English language learners and write a report on diverse learners' needs in literacy learning, especially during their learning to writing and writing process.

MODULE III LAUNCHING A WRITING WORKSHOP 9/15/14 – 10/28/14

TOPICS

Sub-module 1 (9/15)

Set up a writing workshop

Sub-module 2 (9/17-9/28)

Mini lesson- planning, implementation, and evaluation

Sub-module 3 (9/29-10/12)

Conferring – heart of young writer workshop

Sub-module 4 (10/13-10/20)

Learning from authors

Learning to be authors

Sub-module 5 (10/21-10/28)

Writing assessment

READINGS

Leograndis – Launching the writing workshop (the whole book)
Calkins – The Art of Teaching Writing (Chapters 11-20)

Supplementary readings under each sub-module

DISCUSSION FORUMS

Mini –lesson sharing forum

Text –set pool forum

Home literacy experience discussion forum

ASSIGNMENTS

Mini lesson mock teaching- informal peer and instructor’s evaluation (9/20/14; 9/24/14 in class)

Text-set (Due by 11pm, 9/28/14)

Candidates create a text-set around a specific mode, genre, or theme of writing, and develop a set of mini-lessons to use with the text-sets, including anchor charts and writing models. Through this assignment, teacher candidates are expected to learn what text set is, how text sets support readers in comprehending content materials, what to put in a text set, and how to use the text set.

MODULE IV CHANGING CURRICULUM IN THE WORKSHOP 10/29/14– 11/16/14

TOPICS

Sub-module 1 (10/29-11/2)

Backward Design

Sub-module 2 (11/3-11/9)

Changing curriculum

Common Core State Standards – writing

TN core –ELA standards

TCAP

Sub-module 3 (11/10-11/16)

Planning an interdisciplinary writing unit

Guest speaker: What does writing instruction look like in an elementary classroom?

READINGS

Calkins – The Art of Teaching Writing (Chapters 21-26)

Wiggins et al. (2005)- Understanding by design

Common Core State Standards – writing

Application of common core standards for English language learners (article on D2L)

TN core –ELA standards

DISCUSSION FORUM

Writing teachers’ tool box

ASSIGNMENTS

Writing Teacher's notebook (Due by 11pm, 11/16/14)

Candidates develop a multimedia and multimodal notebook to use when teaching writing and language arts with sections for a) organizing a writer's workshop block; b) on-line resources for teaching writing; c) annotated list of professional books on the topic of reading; d) writing center materials; e) graphic organizers to plan writing. The notebook can be a power point file, prezi file, wiki, google site, blog, or other spaces/forms you can imagine and create.

Interdisciplinary Writing Unit (draft due by 11pm, 11/30/14)

For this assignment, candidates will develop an interdisciplinary unit plan (K-6) for 3 to 5 teaching days by using backward design (Wiggins & McTighe, 2005) and our college lesson planning template. This unit plan should focus on a particular topic that can integrate writing, ELA, science, math, history, or social science. You can use the regular template or the simplified template on our course's D2L. The assignment guidelines, scoring rubrics, and samples are provided on D2L.

MODULE V

WRITING WORKSHOP IN A LARGER CONTEXT

11/17/14 – 12/3/14

TOPICS

Writing the words, writing the worlds

The home-school connection

American Tongues

Danger of a Single story

READINGS

Calkins – The Art of Teaching Writing (Chapters 21-26)

ASSIGNMENTS

Mock Teaching of interdisciplinary writing lesson plan – peers and instructor's formal evaluation (12/1/14; 12/3/14 in class)

Revised interdisciplinary writing unit (Due by 11pm, 12/3/14)