

ENT 440 TEACHING WRITING

FALL SEMESTER 2017

Wednesdays 5-7:50 PM LA 102

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COURSE PURPOSE

Developing solid writing skills varies with every individual, therefore learning techniques to help students succeed is the focus of this course. Students must learn to write as written communication will be a vital component of their futures, no matter the career they choose. English majors understand the need for strong writing skills and have honed their craft; however, most of the students you encounter will not become English majors, and their writing skills may be in the developmental stages. As their English teacher your job is to guide them through modeling of what good writers do and to provide them meaningful assignments and feedback to empower them as writers.

This course is designed to prepare beginning teachers of English language arts to design, implement, and evaluate methods of writing instruction. The course will focus on writing instruction through the process model of planning, drafting, writing, revising. It will also discuss the importance of designing solid writing prompts, providing meaningful feedback, conferencing with students, and peer revision. All writing instruction will be reflective of the Montana Common Core and state assessments, both of which will be incorporated into writing workshops, small group/large group discussions, mini-teaching presentations, and unit plan development. Throughout the course we are building a community of writers and a support system for beginning teachers by inviting current classroom teachers to share their expertise on writing instruction. You will also have the opportunity to work with Writing Coaches of Missoula.

COURSE OBJECTIVES

To provide beginning teachers with the knowledge of written composition, including an understanding of and practice in

- composition processes
- different forms of written discourse for different text types/purposes and different audiences
- the effects of written language (including different levels of usage and dialects) upon purpose, audience, and comprehension
- identifying and assessing the developmental abilities of writers
- the role of grammar instruction in improving writing
- writing instruction in different genres, formats, and interdisciplinary projects
- Direct and indirect assessments and formative/summative assessments of writing

To provide beginning teachers with opportunities to

- design, implement, and evaluate writing lessons and strategies that reflect current research in literacy and learning theory
- experience different ways to organize students for effective whole-class, small group, and individual work

- explore a variety of effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles
- design and use writing instruction to promote and assess students' thinking, learning, and communication skills
- interpret assessments of students' writing for students, parents, and other educators.

To develop in beginning teachers the professional behaviors and dispositions that

- all students can learn and are worthy of a teacher's attention and assistance
- all learners and languages/dialects have value and worth
- teachers need to take informed stands on professional issues
- teachers need to create communities of learners and encourage all students to become literate, creative, and responsible individuals
- teachers need to model the value of writing as a way to learn and develop personally as well as a way to communicate with others

Course Topics

- writing processes
- designing effective writing assignments
- responding to students and their writing interests and proficiencies
- planning, organizing, conducting, and reflecting on writing workshops
- peer response and collaborative editing groups for writing
- teacher and student conferences on writing
- formative and summative writing assessments (NAEP, Smarter Balanced Assessment Consortium, ACT)
- criteria and holistic/analytic rubrics for assessing/evaluating writing
- technology, media, and writing instruction
- role of grammar in writing instruction
- goals of school-wide writing programs (writing across the curriculum)
- relationship between writing and reading and other language arts
- research in the teaching of writing across the curriculum
- state and national standards for writing and language (Montana Common Core Standards)

Required Texts

Culham, R. (2003). *6+1 traits of writing: The complete guide grades 3 and up*. New York: Scholastic.

Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse.

Jago, C. (2002). *Cohesive writing: Why concept is not enough*. Portsmouth, NH: Heinemann.

Choose 1 of these 2 Texts:

Gilmore, B. (2007). *"Is it done yet?" Teaching adolescents the art of revision*. Portsmouth, NH: Heinemann.

Smith, M., Wilhelm, J. & Fredricksen, J. (2012). *Oh, yeah? Putting argument to work both in school and out*. Portsmouth, NH: Heinemann.

Course Assignments

Discussion Forum:

Initial Post Dates: Sept 17th, Oct 8th, Oct 29th, Nov 19th

This course requires one original post to the discussion forum hosted in the course Moodle every week that it is assigned and a meaningful response to at least two other participants' forum posts. Each forum includes discussion prompts. Participants are expected to post detailed, thoughtful and respectful posts that address the prompt. Comments such as, "I agree," or "I don't know," are not sufficient responses. If you agree or disagree with a statement, theme or idea, explain why. Participants are also expected to respond to their classmates' forum posts.

Please note that in online discussion, it is often difficult to detect tone of voice. Sarcasm, humor, and anger can sound the same. Please be sure you are communicating the way you want to be heard, and don't leave your comments up to the readers' imaginations to interpret. Also, remember to use etiquette and proper English/grammar in online discussions.

The first posts are due by Sundays at 11:55 pm, on the due dates (TBD). For example, the first post of the first forum is due September 2. The responses are due by 11:55 pm the following Tuesday, in this case September 4. Late forums will be assigned late grades, both for original post and response posts. See late policy below.

RAFT Writing Assignment

Final Drafts due: Sunday Oct. 1st

Creating meaningful and clear summative writing assignments are essential in teaching developing writers. You will create three separate RAFTS assignments that will allow students to demonstrate their knowledge and understanding of the literary text. Each writing assignment must specify the concept/topic, grade level, and learning objective. First drafts will be due in class on September 27th.

Choice Text Essay

Final Draft due: Sunday Oct. 22nd

After completing the reading of your choice text, you will write a two page (single spaced) analysis of a major writing concept the author is emphasizing in the text. You must discuss strategies that help clarify this writing concept and explain how they can be effectively implemented in a middle/high school classroom. You will use this choice text essay in several in-class writing revision workshops, so a first draft will be due in class on October 18th.

Lesson Plan

Final Draft due: Sunday Oct. 29th

In this lesson plan, you will demonstrate that you understand the components of a strong lesson plan, including learning targets, a hook, modeling, independent practice, and meaningful assessment. It is the plan surrounding your original quick-write prompt you will be demonstrating on October 25th. This lesson plan must include an original rubric you create to help you assess and guide the students' writing toward improvement. A formal assignment and sample lesson plan will be provided later in the course. A first draft of your lesson will be used for peer conferencing in class on October 18th.

Group Lesson Demonstration

Presentation due Oct. 25th

In this lesson demonstration, you'll collaborate with two other students to teach your classmates using one original quick-write prompt (Choose any group member's prompt that is not being used in a lesson plan). The assessment of this lesson will be based on your preparation, the specific writing strategy you selected, and the modeling (I do, we do) process. Each group will have 25-30 minutes to explain the purpose of the prompt and the overarching writing project, and to teach a mini-lesson writing strategy that would be incorporated in a larger lesson plan.

Unit Plan

Final Draft due: Sunday Nov. 19th

Your unit plan should be reflective of your understanding of writing instruction for grades 5-12. This unit must center on writing instruction, but it could also include poetry or film or even a novel. It could be the opening or closing of a larger unit. This unit must consist of four consecutive lessons, each of which must include some meaningful writing component. There must also be evidence of the writing process (planning, drafting, peer review, revision) although your unit could be more creative than four lessons covering each of those features. A rubric must be included, and the Montana Common Core State Standards must also appear.

Unit Plan Demonstration

Presentations: Nov 15th, Nov 29th, Dec 6th

You will not demonstrate your entire unit for the class but will share highlights in an interactive presentation of 15-20 minutes. A formal assignment and rubric will be provided later in the course. Sign up dates will happen later in the course also.

Writing Coach/Alternate

Final Draft due: Sunday Dec. 3rd

Students who participate in Writing Coaches of Missoula will present their experiences near the end of the semester. Students will plan ahead to design a cohesive presentation in which each student relates a unique perspective on the overall experience. More information will be provided as the course develops.

Students who are not able to participate in Writing Coaches of Missoula will present research on writing coaching, teacher/student conferencing, or peer review, including sharing an annotated bibliography of useful resources.

Graduate Analysis Essay/Project

Final Draft due: Sunday Dec. 10th

Graduate students must read an additional book (can be the other choice text) or five articles (published within the last five years) on some aspect of writing instruction, such as prewriting, revising strategies, rubrics, peer review, etc. In an essay of roughly 3 pages, you will analyze the perspectives and determine the value of each. You will give a short (5 minute) presentation of your analysis in class at the final class meeting.

Or, graduate students may attend the MEA conference (Oct 19-20 in Missoula) and write two separate papers reflecting concepts learned from presentations. (May not be combined with the 1 credit independent study course offered by Dr. Chin.)

As the course draws to an end, you will be required to synthesize the knowledge you have gained throughout the course with your philosophy for teaching writing at the middle/high school levels. In a 1-2 page single-spaced typed response, reflect on how you will use strategies from texts, materials, and presentations to help you effectively teach writing. This paper will serve as your final and must be submitted in person on the 20th.

Criteria for Final Grade Undergraduate

Discussion Forum: each forum is worth 15 points for a total of 60 points (one original and two response posts for each forum).

RAFTS Writing Prompts Assignment: 30 points

Choice Text Essay: 50 points

Lesson Plan: 50 points

Rubric: 30 points

Group Lesson Presentation: 25 points

Unit Plan: 200 points

Unit Demonstration: 50 points

Writing Coaches/Alternate: 75 points

Class Participation/Final Reflection: 50 points

Criteria for Final Grade Graduate

Discussion Forum: each forum is worth 10 points for a total of 60 points (one original and two response posts for each forum).

RAFTS Writing Prompts Assignment: 30

Choice Text Essay: 50 points

Lesson Plan: 50 points

Rubric: 30 points

Group Lesson Demonstration: 25 points

Unit Plan: 200 points

Unit Demonstration: 50 points

Writing Coaches/Alternate: 75 points

Graduate Analysis Essay: 50 points

Participation/Final Reflection: 50 points

Other Requirements

Students in the English Teaching Program are required to join National Council of Teachers of English (NCTE) www.ncte.org. Students are also encouraged to join NCTE's state affiliate, Montana Association of Teachers of English Language Arts (MATELA), www.opi.mt.gov/MATELA. Students in the English Teaching Program are also highly encouraged to attend the MEA conference in Helena on October 20-21. Any student may complete coursework to obtain 1 independent study credit. If interested, please see me or contact Dr. Chin.

Course Policies

- ❑ *Course Attendance:* Students are expected to attend and participate in each of the fifteen class meetings. However, life happens and you have to miss. You are allowed to leave early or miss two classes. If you miss or leave early more than two times, your final course grade will be reduced by 5% for each class missed/left. Any work due during an absence is still due; no exceptions. Extreme circumstances will allow for exceptions; please communicate with me.

- ❑ *Late Work*: Late work is accepted but will be assessed a full letter grade, or 10% deduction per DAY it is late (including weekends). After 5 days, late work will not be accepted unless student has arranged a meeting to discuss assignment completion. In case of an extreme circumstance or a planned absence, please communicate with me in advance to discuss accommodations.
- ❑ A grade of “Incomplete” may be assigned at the instructor’s discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled “Incomplete Grade Policy” in the University of Montana Catalog for more information.
- ❑ *Grammar Policy*: As future English teachers, you are held to a higher grammatical standard. All formal work has a grammar/spelling component built into the evaluation.
- ❑ *Academic Honesty*: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). Plagiarized work results in an automatic F in the course. Reference should be cited in discussion posts and any other written work submitted using APA or MLA format.
- ❑ *Disability Services*: “The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact [Disability Services](#) in Lommasson center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.”