**Course Description:** Review of theories of composition, writing processes, and principles of grammar, rhetoric, and usage. Attention to methods of instruction and to the range, usefulness, and availability of materials including technology. Includes projects that require generating and evaluating samples from school-age writers in K-12.

**Purpose:** This course is designed first and foremost to encourage students to delve into the many ways writing contributes to learning in an elementary school classroom. Strategies for integrating writing into content areas will be developed. The course includes cultural, language development, and artistic themes found in children’s writing. Personal writing as a means to explore and develop the student’s own literacy will be practiced and discussed. The course is also designed to aid students in their growth as reflective practitioners regarding the area of writing.

**Learning Engagements:**

1. **Class writing and reading assignments and follow-up discussions—**
   Classroom discussions and activities are a valuable part of our learning experiences. In this class in particular the discussions will revolve around our personal writing experiences. Just as you will want your own students to participate both through attentive listening and active discussion, I want the same for you. Please be conscious of how you represent yourself as a contributing member of our writing group and as an educator.

2. **Sharing of student work---your own student.** We will be going through the editing process with students' writing so you will need to have access to a classroom and/or a child's writing that can be shared in class.

3. **Observation of Writer’s Workshop or a writing lesson in an elementary classroom.** I will be able to arrange this for you if you do not have access for a classroom observation.

4. **Dialogic Journal-10 entries-** These will be distributed in class and will be a part of your weekly assignment.

5. **Writing portfolio of your own work---this course involves your own process as a writer...both for personal engagement and for the professional audience.** Your portfolio will include writing exercises (responding to prompts, writing in different genres, journal entries, etc.) , a professional writing piece and writing for personal development. A minimum of one piece will be taken through the “writing process”, including peer editing and sharing with group. Reflection on the writing process with elementary students will also be included.

6. **Participation in an Author Study.** This will take place during the first twenty minutes of each class with in your study group. This is not a sponge time but a necessary time to be present and participating in class. An oral and written presentation from your group will be due on July 21, 2005.
Grading: As a graduate student, you obviously have made a conscious choice that this class will in some way be a meaningful part of your life experience. Therefore, I second this motion by attempting to give you assignments that provide you with new learning experiences but yet will allow you opportunities for choice based on your own strengths. The class is structured to afford you the most hands-on learning as possible, i.e. sharing the writing process-both your own and that of your students-with your peers and your instructor. Please take part in the aforementioned engagements with active learning in mind—put yourself out there as a learner...experience the engagement of writing to learn as well as coaching others. Take part in as much of the experience as you can.

The nitty-gritty: Final grade of “A”—Successful completion of Learning Engagement 1-6. Two or fewer absences.
Final grade of “B”—Successful completion of Learning Engagements 1-3 and 2 of the choices given in Learning Engagements 4-6.
Final grade of “C”—Successful completion of Learning Engagements 1-3 and 1 of the choices given in Learning Engagements 4-6.

A note on absences...It stands to reason that your attendance is important to your growth in this class. It is also important to us as a learning community. The need for any absences past two must be discussed with the instructor and will affect your final grade.

Class Schedule

June 27: What, Why and How We Write
What, Why and How we ask children to write

The classroom-writing environment
Author Study
Reading: Avery, chapters

June 28: Classroom writing environment
Two teachers collaborate
District, state and theoretical standards
Author Study
Reading: Fletcher, Chapters 1, 2 and 3
Data collection: sample of “beautiful” writing

June 29: Vocabulary: Research and Practice
Content writing and vocabulary
“Words We Love” (Fletcher)
Author Study
Reading: Ashton Warner handout

June 30: Organic writing
What writing tells us about children
Editing intro
Author Study
Data collection: sample of children’s writing

July 5: Editing...as a member of a collaborative team and as a teacher of writers
Author Study
Reading: Calkins handout
July 6: Children's book making
   Reading: Avery TBA
   Author Study
   Data collection: sample of our own writing-any genre

July 7: Being a member of a writer's group—an insider's perspective
   Author Study
   Reading: Fletcher, Part Two

July 11: Importance of audience
   Author Study
   Assignment: Look for journal guidelines and book submissions

July 12: Impact of technology on writing
   Internet Publishing
   Reading: Article from Reading Research Quarterly, Vol 38, no 3
   Assignment: Look for sources on Web to share

July 13: Being a member of a writer's group
   Author Study
   Reading: Fletcher, Part Two
   Assignment: Bring in sample of child's writing

July 14: Book/writing sharing
   Personal, reflective, response (etc.) journals in the classroom
   Revisit two classrooms
   Author Study
   Reading: Avery TBA

July 18: Writing groups—our own articles
   Author Study
   Reading: Journal articles as sample formats

July 19: Conference proposals
   Write abstract and share: Determine audience, format and potential conferences
   Author Study

July 20: Writing groups—our own articles

July 21: Report on Author's Work

July 25: Author Celebration: Portfolio sharing
   Reading: Avery TBA

July 26: A day with mentor teachers
   Guests writing teachers
   Reading: Avery TBA

July 27: Plans for Writing in our classrooms-next steps
   Author Celebration: Portfolio sharing

July 28: Last day of class
   Return all materials