**LIC 548-800**

**Spring 2021**

**Instructor: Dr. Kathy R. Fox**

**Office Hours:** Tuesdays, 12:30-1:30 PM

 Online Mondays, 1:00PM-3:00 PM

 Additional appointments available upon request

**Class meetings:** These meetings are **optional** throughout the semester. Tentatively we will schedule meetings through Zoom for alternating Mondays, 4:30-5:30, beginning February 1, and continuing 2/15, 3/1, 3/15, 3/29 and final meeting, 4/19. These meetings will be recorded and sent to the class on the following day. The link for the reoccurring meetings is:

 <https://uncw.zoom.us/j/85907164288?pwd=cHRlNVRtNXhWNnh0VXFGMmd2bnAvQT09>

**Contact:** foxk@uncw.edu 910-962-3240 Room 219, WCE Education Building

**Course Description:** Focus on the curriculum, assessment, and instructional methods for teaching literacy in the elementary grades.  Course topics may include extensive opportunities to assess, teach, and evaluate all areas of children’s language and reading development in public school classrooms.  Field experience required.

**Purpose:** As this course is one of two literacy courses in the MAT Elementary program, this course emphasizes writing as a component of literacy.

**Required texts:**

1. Munger, K. Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Available in open access at <https://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the-bridge-between-literacy-research-and-practice>
2. Chronicles of Harris Burdick. Chris Van Allsburg
3. Penzu electronic journal—free subscription
4. Assigned articles distributed by instructor
5. Your own children’s book will be written and published for this class.

**Recommended texts:**

1. Avery, C. And with a light touch: Writers Workshop in the First Grade Classroom.
2. Fletcher, R. (1993). What a Writer Needs.
3. Lamott, A. (1995). Bird by Bird.

## Course and Classroom Expectations

* Submit all work by assigned time.
* Participate in all class discussions and activities.
* Read all assignments prior to the start of class. You can expect to spend 4-6 hours per module with reading and activities.
* Check email regularly. UNCW email is an official means of communication for the university and for this course.
* Allow 24 hours response time from instructor to a question outside of online office hours listed above. For an immediate response open to the whole class use the online office hours listed above.
* Practice netiquette. Show respect and courtesy to classmates and instructor. See additional information below.
* Allow yourself to learn from others and others to learn from you.

## Format of Class

This course is an online course with all activities and materials in the Learning Management System (LMS) Canvas. All students must have access to a computer and check the class site on the LMS regularly. Plan to check the site several times a week, not only on the day work is due. All work is due by the date and time EST. It is the responsibility of the student to access the materials, note any due dates, and ask the instructor questions as soon as possible. All work is to be submitted and graded via Canvas.

In addition to the asynchronous component of this class, I will offer a bi-monthly class meeting in real time through Zoom. These optional meetings will be recorded and sent to the entire class. These meetings will be held from 4:30-5:30 on alternating Mondays, beginning February 2, 2021.

## Course Requirements

It is the student’s responsibility to have electronic equipment, in good working order, to participate fully in this course. Students must have at a minimum, a working computer with speakers and microphone. Students without personal electronic equipment must make arrangements to use equipment at the university or other location. Lack of access to equipment will not be accepted as a reason for not participating in the course requirements.

## Netiquette

Carefully consider your tone when posting messages. Since there are no visual clues, other than the message posted, pay careful attention to the manner in which messages are posted so that messages will not be taken out of context. Remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Address the topic instead. Simply state your alternative response with logical, coherent, and non-judgmental statements. Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only.

## University Academic Expectations:

In choosing UNCW, you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The University expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

## Academic Integrity:

All members of UNCW’s community are expected to follow the academic Honor Code. Academic dishonesty in any form will not be tolerated in this class. All academic integrity violations will result in a failing grade for the course and will be reported to the University. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook): [www.uncw.edu/odos/honorcode](http://www.uncw.edu/odos/honorcode). Please be familiar with UNCW’s position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own. Please note it is also possible to plagiarize yourself. If you use your work from a previous class or assignment in this class without proper citation, it is plagiarism (i.e., using the same paper, or substantial portions of the same paper, for two classes or assignments is not acceptable). It is always best to speak to the instructor prior to submitting a paper if there is a question regarding academic integrity.

**Grading:**

 Donald Graves, a renowned literacy researcher, said, “Schools need to slow down so kids can hurry up.” I will follow that wise counsel in this course. Therefore, this course is focused on learning, not on grades. Please don't allow grades and minimum requirements to become your focus. Rather, let your focus be learning all you can about how to best support literacy growth. In order to facilitate this focus, and to conduct the class consistent with a holistic philosophy of learning, each student automatically begins with a grade of "A." In order to maintain that "A," each student must successfully complete each of the requirements mentioned above. If a particular assignment is not completed at the level deemed appropriate by the instructor, students will be invited to redo the assignment on a timely basis with the goal of all students mastering all content through these assignments and class participation. Criteria are included in the syllabus below regarding all assignments, as well as in **Getting Started: Module 1**, entitled **An Overview of Learning Engagements**.

**Learning Engagements**

This course is designed in such a way that learning is supported through collaboration with colleagues and participation in strategies supportive of exploring writing methods. This can only occur with your active participation in the act of writing as both a writer and a teacher of writing. Do not short-change yourself. The assignments below are listed as a draft. Students will be notified in an appropriate time of any additions, subtractions or modifications to the list.

1. Read the assigned readings. These include both interactive and independent readings. The readings are an important supplement and extension to instructor input. You will find these readings listed in each module with a corresponding link.
2. Become familiar with the syllabus and other course materials. Module 1: Getting Started has the syllabus as well as tools to help you organize your Learning Engagements or assignments. The Canvas link LIC 548 Learning Engagements includes a timeline. Some assignments will be discussed in your discussion board. This makes it possible for you to discuss your assignments with peers and with me. Exemplary work samples are there as a model. Be sure to read through all of these materials before you begin the actual work of the course. If you have questions about any assignments you can make a zoom appointment with me during office hours and/or join the bi-weekly zoom class meetings. I created these assignments with the purpose of making you a strong, effective and happy teacher…I want to assist you in getting the most from your work.
3. Participate in a **Digital Dialogic Journal** using the free tool Penzu. This journal is electronic and to be shared with the instructor and classmates. Entries may be personal narratives or may focus on teaching questions. The entries are your choice but the purpose is to engage you in regular writing to an audience, in this case a class peer. Begin your Digital Dialogic journal during January, with your first entry by **January 29, 11:59 PM copied to both your assigned peer and to me**. A minimum of 10 entries is required between you and your peer, with two of these being submitted to me as well.
4. Affirmation Statement. Use the template provided in Getting Started and introduce yourself in VoiceThread, using the statements as a conversation prompt. **Due January 29, 2021.**
5. **Write for a Day:** What did you write today? Keep a running log of one day’s writing…every stroke of the keyboard, pen, marker, etc. Later, analyze for purpose and effect. This assignment is in Getting Started Module and is due **January 29, 2021, 11:59 PM**.
6. Participate in **Discussion Board**. These entries will follow the assignment list and provide a support network for the assignments.
7. Identify one child for writing portfolio. Collect 5 or more samples of writing in various forms. Analyze each piece for developmental stage, growth and goals. Submit samples, analysis according to the Natural Progression of Writing chart. The assignment is introduced in Module 4 but you should begin collecting samples as soon as possible. See the chart and sample analysis in Getting Started. Include your *reflection FOR practice* (instruction). The portfolio and analysis is due **April 28, 11:59 PM.**
8. Create an **Author Study**. Choose one children’s author and present to group elements of the author’s work, the author’s intent, and how to connect author’s work to the elementary classroom. This author study should represent one suitable to conduct in an elementary class as a “writers as mentors” prompt. This engagement is introduced in =Module 2, with exemplary models available in Getting Started Module. The author study presentation is due with powerpoint voice over (or other accessible program) on **February 19, 11:59 PM.**
9. **Writing in multiple formats:** These will include writing to a prompt, free write on open topic, “creative” writing with illustration, and research writing.

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| (1) Write a Language Experience Approach (LEA) response to prompt. | Write to a topic using personal experiences. | Share in group, respond to others, share experiences. | Post in DB and respond to others in group by February 5, 2021. |
| (2). Write a response to one illustration in The Chronicles of Harris Burdick (Van Allsburg, 2011) | Examine and explore components of authorship. | Using examples from authors in text, complete a narrative response to one illustration. | Submit by March 5, 2021. |
| (3) Free write. | Explore writing on a topic of choice. | Submission in any genre, form and topic accepted. | Submit by March 26,2021. |
| (4) Write formal report on “The Writing Classroom” | Field Experience Teacher interview and classroom data collection. | Minimum of 3 pages, all programs formally referenced. | Submit by April 2, 2021. |

**10.** Create **list of writing activities and evidence of writing** in the elementary classroom. This assignment should take place over one to two days in your field experience classroom. **Include an interview t**eacher about the school and/or classroom writing program. This may be a published program or the teacher’s program for writing. Interview questions provided. This assignment is described in Module 5 and is due **April 2, 11:59 PM**.

**11.** Submit **Lesson Plan** of classroom writing engagement. This is introduced in Module 6. The lesson plan must be approved by your field experience supervisor as well as the classroom teacher. The plan should be submitted for **approval by April 2 with** implementation from **April 5-16.** At this point in our planning for this semester, it is likely that your lesson will be delivered asynchronously. As the semester progresses we will be able to formalize the options for lesson delivery.

**12.** Submit a written reflection on your lesson plan using Schon’s 3 forms of reflection, particularly paying attention to reflection FOR practice, the highest form of teacher reflection. This reflection is due **April 19, 2021.**

**13.** Submit *Reflection for Practice* **paper** of 3-5 pages on **Writing in the Elementary Classroom: How Writing will be Enacted in My Classroom**. This paper will be introduced in Module 7. Include the analysis of Writing as an Author/Writing for the Teacher, using the template designed by the instructor. The paper should go through the “writing process,” which includes brainstorming, organizing ideas, draft, share with writing partner(s), revision, conference with instructor, publishing, sharing with an audience. This assignment is due to be originally shared in Discussion Board with peer editors, to instructor by with final posting on **April 30, 11:59 PM.**

**Class Schedule**

**Getting Started:**

1. View: Presentation “Introduction to the Class”
2. Read syllabus available in Getting Started: LIC 548 Syllabus Spring 2020
3. View “Overview of Learning Engagements”
4. **Preview Exemplary Assignments and Criteria**

-Exemplary Author Study 1 and Author Study 2

-Author Study Rubric

-Exemplary Classroom Strategy Paper

-Criteria for Strategy Paper

-Digital Dialogic Journal link and example

-Digital Dialogic Journal Criteria

-Natural Learning Progression for Writing Portfolio Samples and Analysis

-Reflection on Writing Portfolio of children’s writing

-Writing Portfolio Rubric

-Sample Chronicles of Harris Burdick writing

-Sample creative writing with illustration

-Schon’s Criteria for Reflection In, On and For Practice

Module 1: Personalize writing. What/How/Why/When/Where do you write?

 Objective: Explore to situate writing as school literacy practice in the broader perspective of family, community and world literacy

 **Assignments:**

 1.Affirmation Statement. Post in VoiceThread. Due by January 29, 11:59 PM.

2. Write for a day: What did you write today? Keep a running log of one day’s writing…every stroke of the keyboard, pen, marker, etc. Later, analyze for purpose and effect and submit in Getting Started module.

3.Begin Digital Dialogic Journal. The first entry is due by January 29, 11:59 PM.

4. Discussion Board: Writing Task 1: LEA, February 5, 2021, 11:59 PM.

Module 2: Writing is not a solitary task: Studying Authors for Children

 Objective: Investigating authors as mentors

 **Readings:** 1. Eherenhalt, J. (2019) Authors of Their Own Stories. Teaching for Tolerance. 31-33.

 2. Schlichting, K. & Fox, K. (2008). Authors as mentors: Bringing authors to life in the elementary classroom through author studies. *Florida Reading Quarterly, 44*(3), 6-11.

 **Assignments:**

1. Create an author study. Choose one children’s author and present to group elements of the author’s work, the author’s intent, and how to use in the elementary classroom as a writing mentor. **(Present and submit as voice over visual presentation by February 19, 11:59 PM. )**

 2.Continue in Digital Dialogic Journal with peer

Module 3: To teach writing we must write

 Objective: Elements of children’s authorship and illustration

 **Readings:**1. View websites for publishing: Schoolmatepublishing.com, Blurb.com, Lulu.com,

**Assignments**: 1. Writing to a prompt. The Chronicles of Harris Burdick. Due March 5, 2021, 11:59 PM.

 2. View published children’s books for patterns and decisions.

 3. Continue in Digital Dialogic Journal

 4. Discussion Board, due **February 26,11:59 PM**

Module 4: What makes a writer? How does writing develop?: Children’s Writing

 Objective: Observe writing development in a child over time.

 **Readings:** 1. Teaching tips for children in different stages of writing development.

 2. Reading Rockets. Writing: Introduction

 3. Avery, C. And with a Light Touch: Writers’ Workshop

 **Assignments:** 1. Identify one child for writing portfolio (see sample collection). Collect 5 or more samples of writing in various forms. Analyze each piece for developmental stage, growth and goals. Submit samples, analysis and *reflection*  *FOR practice* (instruction) according to natural progression chart on **April 28,**

 **11:59 PM.**

 2. Creative writing: Write about any topic of choice. Illustrate with any method

 of your choice. Post in Discussion Board by **March 26, 2021**, 11:59 PM..

3. Continue in Digital Dialogic Journal

Module 5: Writing in the elementary classroom takes many forms

 Objective: Observe and explore writing in the elementary classroom

 **Readings:** 1. Munger, K. Chapter 6. Approaches to Writing Instruction in Elementary Classrooms

 2.Reading Rockets. Writing: In Depth

 **Assignments:** 1. Create list of writing activities and evidence of writing in the elementary classroom. Interview teacher about the school and/or classroom

writing program. This may be a published program or the teacher’s program for writing. Guiding interview questions are provided. This is due **April 2, 11:59 PM**.

 3. View Atlas video: Writing Classroom

 4. Continue in Digital Dialogic Journal

Module 6: Writer’s Workshop…what does a successful program tell us about writing?

 Objective: Explore writer’s workshop program, including

 **Reading:** Avery, C. And with a light touch. Summaries chapters 1-20.

 **Assignments:** View Atlas Video: Buddy Editing

2. Submit lesson plan of classroom writing engagement for approval by **April 2, 11:59 PM.**

 3. Discussion Board 6, due **April 3, 11:59 PM.**

Module 7: Planning for writing and teaching of writing through the Writing Process

 Objective: Reflect for practice--writing and teaching of writing

 **Assignments:** 1. Submit paper on teaching of writing in classroom through the writing process.

 Submit draft of paper for peer editing in DB.

 Submit revised draft to instructor by **April 20, 2021.**

Module 8: Author celebrations—Writing to an audience

 Objective: explore sharing one’s work—in the classroom and online

 **Assignments:** 1. View Learner.org video: Author Celebration

 2. Digital Dialogic Journal, 10 entries, due **April 28, 11:59 PM.**

3. Submit writing portfolio of child’s writing with analysis. Due April 28, 11:59 PM

**4.** Submit final paper on writing and teaching writing. **April 30, 2021, 11:59 PM**