

# **ENGL 4354: Writing Processes of Children (CRN 10987)**

Fall 2019

Class Schedule: M/W 12:00-1:20

Location: Hudspeth Hall (HUD) 200

Dr. Brad Jacobson

Office hours: M 3:30-5:30 pm (or by appt)

HUD 318

Email: [bjacobson@utep.edu](mailto:bjacobson@utep.edu)

**Accommodations for Disabilities:** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). Please inform me about specific accommodation needs at the start of the course.

Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss specific needs.

## **About the Course**

### **Course Description**

This class emphasizes current theory and practice in K-8 writing development, review of applicable rhetorical and linguistic theories, evaluation and assessment of written work, and relationships between reading and composition.

Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

### **Course Goals and Objectives**

The goal of this course is to give you the theoretical and practical foundation to teach writing with children. As teachers of writing, it's important that we are writers ourselves, so we will do *a lot* of writing, both in and outside of class. To that end, we'll also work with different writing and teaching techniques to explore the possibilities and challenges of different classroom practices.

All of the work we do over the course of the semester is geared toward answering the following questions:

- What are your philosophies regarding the teaching of writing and how are they shaped by various theories and approaches?
- In what ways does theory impact practice?
- What are your personal philosophies of assessment and how do they shape practice?
- How does one become a reflective practitioner?

#### **At the end of this course, you should:**

- understand writing as a developmental process
- be familiar with a range of pedagogical techniques to help children develop as writers and meet a variety of communication needs
- be able to design courses and activities that draw on principles of writing process and writing workshop pedagogies in context-appropriate ways

## Course Texts

### Required Textbooks

Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*, 7<sup>th</sup> Ed. Boston: Pearson, 2019.

Ray, Katie Wood. *The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts)*. National Council of Teachers of English, Urbana, IL, 2001.

### Additional Required Materials

- UTEP email account and computing account
- A writing journal for in-class writing

### Recommended Texts:

Brisk, María Estela. *Engaging Students in Academic Literacies: Genre-based Pedagogy for K-5 Classrooms*. Routledge, 2014.

Christensen, Linda. *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom*. Rethinking Schools, 2009.

Early, Jessica Singer. *Stirring Up Justice: Writing and Reading to Change the World*. Heinemann, 2006.

Houston, Gloria. *How Writing Works: Imposing Organizational Structure Within the Writing Process*. Pearson, 2004.

Lane, Barry. *But How Do You Teach Writing?: A Simple Guide for All Teachers*. Scholastic, Inc., 2008.

Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Heinemann, 2000.

Smagorinsky, Peter. *Standards into Practice*. NCTE, 1996.

Wong, Harry, and Rosemary Wong. *The First Days of School*. Harry K. Wong Publications, 2004.

#### Other helpful resources:

- National Council of Teachers of English: <http://www.ncte.org>
- National Writing Project: <http://www.nwp.org>.
- Modern Language Association: <http://www.mla.org>
- Rethinking Schools: <http://www.rethinkingschools.org>
- Jim Burke's Homepage: <https://englishcompanion.com/teaching-english/>
- Rubistar – web-based rubrics: <http://rubistar.4teachers.org/index.php>
- Teachers & Writers Collaborative: <http://www.twc.org>
- International Literacy Association Teaching Tips: <https://www.literacyworldwide.org/blog/the-engaging-classroom/teaching-tips>
- We are Teachers: <https://www.weareteachers.com/>
- Educators' Reference Desk: <http://www.eduref.org>

## Policies

### Attendance, Participation, and Preparation

It is my hope that you will attend all class sessions. As we will discuss, writing is a social act and writers develop by practicing with and for others. To this end, we will be writing and workshopping writing during class time; it is essential that you are there to learn with and support your colleagues. More than one week of absences (starting at 3) will result in a one-grade penalty for each absence and more than five missed classes will result in failure of the course. Consistent with [university policy](#), there are no excused absences other than for university-recognized activities or religious holy days.

Participation is critical to the success of any community of learners, but what does this mean? We will define, as a group, what attributes we feel will contribute to an engaging and productive learning environment. While participation is not formally assessed in this course, please make an effort to help build a positive participatory environment.

To be prepared to participate, it is expected that you will fully engage with the course texts *before* each class meeting. Because our class sessions will involve more discussions and activities than lectures, you should expect to draw from your notes and questions in class. Even when not explicitly assigned, you should bring the required course texts to each of our class sessions in case we use them for in-class activities. Other readings will be distributed as PDF files via Blackboard (BB). You will be expected to annotate these texts as well *and bring them to class*. If you choose to read digitally, I will expect you to use some sort of notetaking software (i.e., [Mendeley](#), [Adobe Reader](#), [Preview](#), etc.) in order to interact with the texts.

**As a student in this course, I expect you to:**

- Be properly prepared for class so you can participate and contribute
- Know the requirements of this course and communicate with me whenever you have questions, problems, frustrations, and new insights
- Listen attentively to your peers and instructor
- Conduct yourself in a considerate manner, which includes not talking over the instructor or other students and using cell phones, computers, and other electronic devices for educational purposes only
- Do your work as it is assigned and complete it by the due date
- Challenge yourself to be reflective and professional in all that you do
- Give your best effort

**As your professor for this course, you can expect me to:**

- Be punctual, attend every class, and find a substitute in emergencies
- Be properly prepared for class and provide stimulating activities and discussion topics
- Inform you about course content, goals, and requirements
- Be available to you throughout this semester to listen to your concerns, interests, needs, and challenges
- Provide you with opportunities to become a reflective, creative, and powerful self-directed learner
- Be fair about evaluation and provide honest feedback
- Give my best effort

## **Assignment Expectations**

All out of class assignments/papers must be typed unless otherwise stipulated. Work is considered late after roll has been called. You should keep a copy of all reading response logs, assignments, class notes, and handouts in an organized notebook and digital file. Notes, drafts, and completed assignments can all become part of your [digital portfolio](#).

### **Late Assignment Policy**

Assigned writing tasks are due at the beginning of class, and while you are welcome to use the printers on campus before class, you take the risk of technology failure on campus. Late work will be downgraded ½ points for each calendar day that it is late. If you miss a class (or an assignment

instruction due to tardiness) you are responsible for getting the missing information/handouts from another student in class, not the instructor. Take a few moments to get the contact information of a few of your colleagues now:

Name: \_\_\_\_\_

Phone:

Email:

Name: \_\_\_\_\_

Phone:

Email:

## Academic Integrity

At this point in your academic careers, you are all likely familiar with the expectations for academic integrity. You can find the university policy here: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

I am also aware that teachers often gain ideas from other teachers. Generosity, sharing, and reflective practice are part of the ethos of the profession. At the same time, it is our obligation to give due credit to others when they influence our ideas. I will do so explicitly in our class discussions and in my assignments, and I expect you will do the same. When you borrow teaching materials from others, from the web, or from library databases (as you should!), it is your responsibility to give appropriate credit to the original creator. This is important for you as a scholar *and* as a teacher; this is one of many ways we can model attribution for our students.

## Grading Scale

A = 90% or more of total points

B = 80 – 89% of total points

C = 75 – 79% of total points

D = 70 – 74% of total points

F = 73% of total points or below

All major assignments must be completed and submitted to receive a grade for this course.

## Graded Projects

**Reading Response Tasks and Short Assignments (100 pts):** Reading Responses (RRs) will be due at the beginning of class on days they are assigned. In general, the expectation is 1 page of single-spaced writing in response to the reading that day. You will be expected to **print** 4 copies and bring it to class. Assessment will be based on meeting the guidelines outlined in this document:

<http://bit.ly/RRTask1>

Other short assignments will emerge throughout the semester and will be announced ahead of time.

**Writers' Workshop (50 pts):** As teachers of writing we are also writers; writer's workshop is an opportunity to practice writing and responding and develop a sense of writerly identity that can influence your teaching. We will aim to hold Writers' Workshop sessions each Wednesday; attendance and full participation will determine your assessment.

**Intertextual Teaching Statement (100 pts):** Teaching Statements, also called Teaching Philosophies, are a genre of writing that explains the pedagogic beliefs, values, and practices of the writer/teacher. This semester-long assignment will help us to achieve our goal of examining, discussing, and reflecting on our beliefs about teaching writing. More detailed information can be found in the guidelines here: <http://bit.ly/ITStask>

**Lesson Plan Project (150 pts including drafts and prep):** For this task you will design and implement a writing instruction mini-lesson (10 minutes) for a live audience at the instructional level of your choosing. Your peers and I will be the audience, but you will help us to understand our role as learners by explaining your target audience in a brief introduction. Full guidelines can be found here: <http://bit.ly/LessonPlanProject>

**Digital Portfolio (50 pts):** Your final project will be a digital portfolio that serves as an opportunity to reflect on your writing, learning, and pedagogy over the course of the semester. We will discuss the portfolio project in more detail throughout the course.

## Course Schedule

This schedule is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints. I will do my best to alert you promptly of any changes. Please save and/or print this schedule and bring it to class with your books and assignments.

<b>Week 1</b> (Aug 26-Aug 30)	<b>Topic/Readings/Assignments</b>
<b>M Aug 26</b>	Introductions. What is writing? What do I value in my teaching? <ul style="list-style-type: none"> <li>• Discuss course expectations and policies</li> </ul>
<b>W Aug 28</b>	Read syllabus and policies – Complete syllabus quiz and student survey on BB Write: Draft ITS#1 – at least 1 page of text (BB)
	<b>Writing Workshop</b>
<b>Week 2</b> (Sep 2-Sep 6)	<b>Topic/Readings/Assignments</b>
<b>M Sep 2</b>	<b>*LABOR DAY, no class meeting*</b>
<b>W Sep 4</b>	<u>Teaching Writing, Ch1: Teaching Writing Today</u> Christensen, “My Dirty Little Secret: I Don’t Grade Student Papers” (BB) Write: RR#1 (see BB for directions) Write: <b>ITS#1 Due (submit to BB)</b>
	Discuss assessment / introduction to Writer’s workshop
	<b>**Office visit due by Friday, Sep 6**</b>

<b>Week 3</b> (Sep 9-Sep 13)	<b>Topic/Readings/Assignments</b>
<b>M Sep 9</b>	<p><u>Writing Workshop, Introduction</u>  <u>Writing Workshop, Ch 2: The Necessity of a Writing Workshop in a Day Already Full of Writing</u>  <u>Writing Workshop, Ch 3: Teaching and the Development of Writing Identities</u>            Write: RR#2 (BB)</p> <p>What is writing? Who are writers?</p>
<b>W Sep 11</b>	<p>What is a Writer's Workshop? (BB)  <u>Writing Workshop, Ch11: Teaching a Whole Class of Very Individual Writers</u></p> <p><b>Writers' Workshop</b></p>
<b>Week 4</b> (Sep 16-Sep 20)	<b>Topic/Readings/Assignments</b>
<b>M Sep 16</b>	<p><u>Writing Workshop, Ch 1: Understanding the Essential Characteristics of the Workshop</u>  <u>Teaching Writing, Ch2: Writing Workshop</u>            RR #3</p> <p>Defining terms; theory to practice</p>
<b>W Sep 18</b>	<p><u>Writing Workshop, Ch 5: Time in the Workshop as a Predictable Event</u></p> <p><b>Writers' Workshop</b></p>
<b>Week 5</b> (Sep 23-Sep 27)	<b>Topic/Readings/Assignments</b>
<b>M Sep 23</b>	<p><u>Writing Workshop, Ch14: Conferring: The Essential Teaching Act</u>            RR#4            Write: Draft ITS #2</p> <p><b>Writing Workshop - ITS</b></p>
<b>W Sep 25</b>	<b>Writers' Workshop</b>

<b>Week 6</b> (Sep 30-Oct 4)	<b>Topic/Readings/Assignments</b>
<b>M Sep 30</b>	Write: <b>ITS#2 Due (submit to BB)</b>  <b>Writers' Workshop/Conferences</b>
<b>W Oct 2</b>	<b>Writers' Workshop/Conferences</b>
<b>Week 7</b> (Oct 7-Oct 11)	<b>Topic/Readings/Assignments</b>
<b>M Oct 7</b>	<u>Workshop, Ch13: Focus Lessons: Whole-Class Teaching in the Writing Workshop</u> <u>Teaching Writing, Ch3: Developing Strategic Writers</u> Write: RR#4 Write: Workshop self-reflection  Focusing on craft / Discuss Lesson Plan project
<b>W Oct 9</b>	<u>Teaching Writing, Ch4: The Writer's Craft</u> Read Lesson Plan project guidelines  <b>Writers' Workshop</b>
<b>Week 8</b> (Oct 14-Oct 18)	<b>Topic/Readings/Assignments</b>
<b>M Oct 14</b>	<u>Teaching Writing, Ch6: Writing to Learn</u> Write: RR#5  Connecting Writing and Reading / Discuss lesson plan project
<b>W Oct 16</b>	Write: Lesson plan proposal  <b>Writers' Workshop</b>
<b>Week 9</b> (Oct 21-Oct 25)	<b>Topic/Readings/Assignments</b>
<b>M Oct 21</b>	de Oliveira "A Genre-Based Approach to Writing Instruction in K-12" (BB) Brisk "Recounts and Historical Genres" (BB) RR#6  Genre-based approach (TLC)

<b>W Oct 23</b>	Saavedra "Language and Literacy in the Borderlands" (BB) Write: Draft ITS#3
<b>Writing Workshop: ITS #3</b>	
<b>Week 10</b> (Oct 28-Nov 1)	<b>Topic/Readings/Assignments</b>
<b>M Oct 28</b>	<u>Teaching Writing, Ch7: Writing Poetry</u> Write: RR #7 Write: <b>ITS#3 Due (submit to BB)</b>
	Teaching and writing poetry
<b>W Oct 30</b>	<b>Writer's Workshop</b>
<b>Nov 1 – Deadline to withdraw from course</b>	
<b>Week 11</b> (Nov 4-Nov 8)	<b>Topic/Readings/Assignments</b>
<b>M Nov 4</b>	<u>Teaching Writing, Ch5: Assessing Writing</u> <u>Writing Workshop Ch17: Assessment and Evaluation: The Questions become the Curriculum</u> RR#8
	Discuss assessment possibilities
<b>W Nov 6</b>	Lane, "Grammar got run over by a reindeer" (BB)
	<b>Writing Workshop – Lesson plan project</b>
<b>Week 12</b> (Nov 11-Nov 15)	<b>Topic/Readings/Assignments</b>
<b>M Nov 11</b>	<b>Mini-lesson presentations</b>
<b>W Nov 13</b>	<b>Mini-lesson presentations</b>
<b>Week 13</b> (Nov 18-Nov 22)	<b>Topic/Readings/Assignments</b>
<b>M Nov 18</b>	<b>Mini-lesson presentations</b>
<b>W Nov 20</b>	<b>Mini-lesson presentations</b>
<b>Week 14</b> (Nov 25-Nov 29)	<b>Topic/Readings/Assignments</b>

<b>M Nov 25</b>	<b>Mini-lesson presentations</b> Write: <b>ITS#4 Due (submit to BB)</b>  Introduce Final portfolio project
<b>W Nov 27</b>	<b>*Thanksgiving Holiday – No Class Meeting*</b>
<b>Week 15</b> (Nov 25-Nov 29)	<b>Topic/Readings/Assignments</b>
<b>M Dec 2</b>	<b>Mini-lesson presentations</b>  <b>Portfolio Workshopping</b>
<b>W Dec 4</b>	<b>Portfolio workshopping</b>
<b>FINAL</b>	<b>Digital Portfolio Due: Friday, Dec 13 @ 1 pm</b>