ENGLISH 4354: The Writing Processes of Children

Instructor: Pamela Herron
Semester: Fall 2015
Day & Time: MW 3:00-4:20 p.m. Aug – Dec 2015
CRN: 11169
Classroom: Hudspeth 200
Credits: 3
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Purpose: This course is designed to help you understand the writing process and the teaching of it through exploration of texts, engagement in actual writing, investigation of pedagogy, and presentation of demonstration lessons. We will examine specifics of writing workshop, grammar instruction, as well as the reading-writing connection and writing across the curriculum.

Procedure: The course will focus on the ideas presented in the Tompkins text and the Koch text, and may include other assigned articles/texts. These concepts will serve as the springboard for individual, small group, and whole class discussion and writing experiences. Please read all assignments thoroughly and carefully, so that others can learn from your interpretations and you learn from the interpretations of others through class discourse.

Grading Scale: A = 450-500 points; B = 374-449 points; C = 273-373 points, D = 172-272 points; F = 171 points and below
Assignments:
- Quizzes or projects – may be unannounced (75 pts. total)
- Literature-linked and creative writing (10 pieces, each worth 25 pts. for a total of 250 pts. Please see last page of syllabus for a list of assignments.)
- Writing process group lesson (50 pts.)
- Individual Lesson plan (100 points)
- Class participation (25 pts.) – evaluated throughout the semester.

Library Information Literacy Enhancement –This course is enhanced to improve student and faculty information literacy. The collaborating librarian for this fall will be Lisa Weber who will be imbedded in Blackboard with us and work with us as an integrated group to guide us through use of available library resources, research tips and techniques, tools for citation, information on copyright and fair use of intellectual property for educators, and much more. We will be visiting the library and Ms. Weber will be coming to class at scheduled intervals for workshops.

Learning Goals and Outcomes
With full participation, after completing this course, students should be able to:
- Demonstrate basic familiarity with the Writing Process both in their own writing and as a process applied to teaching in elementary or secondary education; be able to apply elements of the Writing Process.
- Appreciate the relevance of the Writing Process as a successful writing tool.
- Analyze positive and negative aspects of their own writing and that of their peers; apply Writing Process methods to revising and improving their writing.
- Analyze deeply their texts and utilize those texts for specific writing assignments.
- Understand basic forms of poetry; be able to analyze and appreciate poetry; create their own poems and use Writing Process methods in revision of their own work and their peers
- Evaluate and compare their writing to others; evaluate and analyze texts for children and young adults.
- Understand the nurturing and development of writing skills especially considering students and people from differing backgrounds or cultures in a way that is respectful and promotes mutual understanding.
With full participation, after completing this course, students will have improved their skills in:

- **Reading** – Students will become critical and careful readers of both primary and secondary source material and learn to synthesize what they are reading by responding to it in writing and in class discussion. *Liberal Arts Honors Criteria #2 Advanced Readings*

- **Writing** – Students will write reflective response papers, both in class and online, and will learn to develop and support an argument through their writing and incorporate the arguments and thoughts of others. *Liberal Arts Honors Criteria #3 Intensive Writing and #4 Intensive Research*

- **Critical thinking** – Students will be asked to critically evaluate texts, the perspectives articulated in those texts, and the assumptions underlying the arguments being made. Students should become comfortable with differences of opinion and confident in expressing their own point of view. *Liberal Arts Honors Criteria #9 Critical Thinking*

- **Campus and community engagement** – Students will be encouraged to participate in campus and community events related to the subject being studied. Students will be encouraged to participate in events organized by Religious Studies and its affiliated student organizations. *Liberal Arts Honors Criteria #6 Campus Resources and #7 Community Based Experiences*

- **Lifelong learning** – Students should feel motivated and confident in seeking out new and unfamiliar cultural experiences with the goal of learning more about themselves and their world.

**Attendance and Participation:** Active participation is essential. Lack of participation, particularly in the workshop process will result in a reduction of points. Cell phones and all electronic devices will be turned off at the beginning of class. This includes no text messaging. If you must eat in class, please limit your food to a small, quietly consumed snack. Because learning rarely happens in isolation, but from a sharing of ideas and experiences, **attendance at every class is mandatory.** Since emergencies do arise, **two absences will be allowed without penalty; after two absences, you will lose 10 points for each class you miss, regardless of the reason.** Students who miss a portion of the class will lose a commensurate number of points. These points will be deducted from the total accumulation of points you have earned by the end of the semester. If you miss a class, it is YOUR responsibility to contact a CLASSMATE, not the instructor, to get information on what was covered that day and copies of any papers that were passed out. It is assumed that since you signed up for this time slot, you are able to make the class in a timely manner. If you come to class late, after a quiz has been passed out, you will not be given the test. Make-up work will be allowed only with a documented excuse (i.e. medical emergency or military duty). Attendance will be taken at the beginning of class; those students entering class after roll call are counted tardy; each tardy counts as half an absence. It is your responsibility to notify the instructor at the end of class if you are tardy. Do not assume I have noted your appearance after roll call has been taken. **You do not need to contact me if you are going to be absent. Students missing more than 20% of classes (6 classes) will be dropped.**

**Plagiarism and theft of intellectual property:** If you use work from someone else, including any internet or print sources, and submit it as your own; if you use work from another source in your assignments and do not give direct credit to your source; or if someone with whom you are working writes/creates any part of the work for you, you are plagiarizing. Acts of plagiarism are acts of theft, and will be dealt with swiftly according to UTEP’s established policy.

**Assignments:** All out-of-class assignments **MUST be typed, double-spaced, 12 pt font (10 pt Arial),** unless otherwise stated. In some cases I may request assignments be emailed to me. Emailed assignments should be sent as an attachment in Microsoft Word and saved as Rich Text Format. Save a copy of your assignments before you hand them in, as well as keep returned assignments until the end of the semester so you can keep abreast of your grade. Please ensure that you understand the requirements for the assignments before you begin, and give yourself ample time to complete them so that you can turn in your best work. Assignments are due at the **beginning of class;** those turned in to me after class will be counted as late. If you know you are going to be absent, give your assignment to a classmate or turn it in early. Do not email late assignments unless requested by the instructor. **Please note:** assignments that do not follow the given directions will not be given a passing grade. There are no “redo’s.” Late assignments will lose 5 points per day.

**PLEASE REALIZE AT ALL TIMES THAT YOU ARE PREPARING TO ENTER A PROFESSIONAL CAREER. IN THIS CLASS, YOU ARE EXPECTED TO LEARN, BEHAVE, AND DRESS IN THE COURTEOUS, CONSCIENTIOUS, AND GENERALLY BUSINESS-LIKE MANNER CALLED FOR IN THE FIELD OF EDUCATION.**

**Extra Help:** Students may see me by appointment. Help is also available at the UTEP Library Tutoring and Learning Center, Room 30, 747-5366. Resources are also available at the UTEP library home page.
ENGLISH 4354: WRITING PROCESSES OF CHILDREN SYLLABUS CALENDAR

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints. Bring this syllabus and your books to class daily including your chosen book.

Assignments: Assignments are organized weekly and are due the first day class meets in that week. Chapters assigned to be discussed on a particular date must be read prior to class. Quizzes are unannounced and may be over texts or class lectures. Be prepared. Writers Workshop and Authors Chair usually follow any assigned writings without being specified in the syllabus.

Texts: Assignments for Tompkins text are listed by Chapter title. Assignments for Koch text are preceded by Rose. Assignments from Anderson text will be given as we progress. Please note that you are expected to stay caught up with the Rose assignments even if they are not specifically covered in class. The Rose assignments are the source of your poetry portfolios.

Wk 1 Introduction to class and review of syllabus, objectives and expectations. In-class writing prompt: My Best Writing/My Worst Writing #1. Introduce principles of Writing Process and elements of Writers Workshop. Workshop essays. Read: Chapter 1, “The Writing Process” Author’s Chair - Present revised My Best Writing/My Worst Writing (#1) essay. Include brainstorming notes, rough draft, revision, and final copy in ALL workshopped pieces. Library Visit and Tour with Lisa Weber.


Sept 7 Labor Day no classes.

Wk 3 Read: Chapter 5, “The Genre: Journals” Bring in a favorite quote with draft of Quote Essay #2. No anonymous writers. Workshop essays. Lisa Weber visits in class to talk about literature and research skills.

Sept 18 Last day to select P/F option.

Wk 4 Read: Rose Chapter 1 and 2 and write drafts of poems on these models. Discuss Cornell Notes for double entry journal Assignment #3. Revised Quote Essay #2 due. Author’s chair. Poetry drafts written in class. Workshop personal portrait poems and poems from Rose Chaps. 1 & 2.


Wk 6 Book Talk due. Read: Rose Chapter 3. Assignment #4 Personal Narrative: (rough draft) Retell your chosen book from the point of view of another character in the story. Workshop #4. Final draft due - Personal Narrative #4. Assignment #5 Poetry Collection I due, at least 5 edited poems.

Wk 7 Read: Chapter 6, “Descriptive Writing” and Rose Chapter 4. Examine literary devices/figurative language including metaphor, simile, personification, etc. Read: Rose Chapter 6. Review lesson plan requirements. Read: Rose Chapter 4. Topic: Sentence composing and editing. Final draft response due (Assignment #3)
to your chosen book. Authors Chair – Share sentences, original and revised. Discussion of sensory detail. Research skills and Copyright/Fair Use workshop with Lisa Weber.

Wk 8 Read: Chapter 8, “Narrative Writing,” Chapter 9 “Expository Writing” and Rose Chapter 9. Choose an illustrated or descriptive scene from your children’s book. Draft due of Expository essay #6 describing the scene in detail using as much sensory detail as possible. Discuss persuasive techniques and concepts.


Oct. 30 Course Drop Deadline

Wk 10 Read Rose Chapter 8 & 10. Persuasive #8 due. Author’s Chair.

Wk 11 Work on demonstration lessons. Assignment # 9 Poetry Collection II due. Authors Chair,

Wk 12 Presentations. Assignment # 10 due. Individual Lesson plans due the day you present.

Wk 13 Presentations. Individual Lesson plans due the day you present.

Wk 14 Presentations

Wk 15 Presentations

List of recommended authors for children’s book assignments:
Any book written by Maurice Sendak, Jacqueline Woodson, Jane Yolen, Pat Mora, Katherine Paterson, Cynthia Rylant, Jean Fritz, Francis Baum, William Steig, Madeline L’Engle, Sharon Creech, Jerry Spinelli, Linda Sue Park, Helen Hemphill, Donna Jo Napoli or Cynthia Voigt would be excellent for your project. Any Newbery, Michael Printz, Pura Belpre or Coretta Scott King award winning book is also a good choice. There are many great writers but begin looking at award winning books or writers for your choice.

Challenge yourself. Choose a book completely new to you, choose something by an author you love, or choose a book you loved from your childhood. Please do not choose a book you are recycling from an assignment for another class. Best is to choose something from the grade level you most want to teach.

Writing Assignments:
1. My Best Writing/My Worst Writing: Remember your first writing projects. Write a one-page essay about a success or failure in writing from elementary or secondary school.
2. Quote Essay
3. Response to selected Children’s Book Double-entry journal – see above instructions. Example on BB.
4. Personal Narrative Essay
6. Expository Essay
7. Action Letter – Use proper business letter format!
8. Persuasive essay
9. Poetry Collection II: At least 5 poems from Portrait Poems, Colorful Language Poems or other poems covered in second half of semester.
10. Views on Writing