

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number: EDE 8633

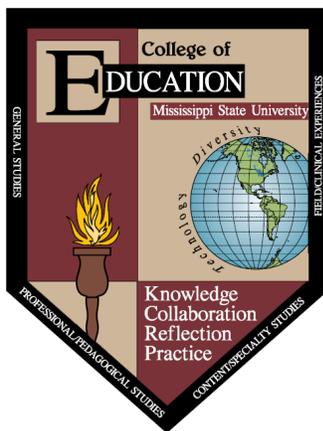
Course Title: The Teaching of Writing

Credit Hours: Three (3) semester hours

Type of Course: Two Hours Lecture. Two Hours Laboratory.

Catalogue Description: Methods and materials for teaching writing in grades K-12. Formal and informal writing assessments. Writing across the curriculum

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Teach students to draft, revise, and edit their writing (CFPO 2,3)
2. Apply knowledge of writing processes, language development, and ongoing assessment to provide instruction in the components of writing, assist students in constructing meaning in their written work, and provide genuine opportunities for students to write for a variety of purposes and audiences (CFPO 1, 2, 3, 7)
3. Understand the reciprocal nature of the literacy processes of reading, writing, listening, speaking, and viewing and provide developmentally appropriate learning activities that integrate among the language arts and across the curriculum (CFPO 1, 5)
4. Create opportunities for children to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually. (SRP 2.6, CFPO 4, 5, 8)
5. Understand how contextual factors in the school, community, and society can influence student learning and writing. (SRP 2.9, CFPO 3, 9, 10)
6. Understand the nature and multiple causes of writing difficulties and employ multiple strategies for supporting struggling writers. (SRP 4.1, CFPO 6, 12)
7. Adapt instruction to meet the needs of diverse learners. (CFPO 4)
8. Involve parents in cooperative efforts and programs to support students' writing development. (SRP 11.3; CFPO 10, 12)
9. Use a wide variety of print and non-print resources to develop students' viewing skills and creative and critical thinking skills. (CFPO 9, 11)
10. Promote the integration of language arts in all content areas (SRP 5.6; CFPO 6, 8, 9)

Topics to be Covered:

(Note: Topics total 30 hours to reflect the 30 hours of lecture. Topics are also further explored during the lab component of the course.)

1. Engaging in and teaching the writing process (6 hours)
 - Planning
 - Drafting
 - Revising
 - Editing
 - Sharing
 - Reflecting on the writing process
2. Teaching children to write a variety of genres (9 hours)
 - Personal narratives
 - Poetry
 - Fiction
 - Informational text
 - New literacies genres (popular culture, non-print, etc.)
3. Children and adolescents' writing development (3 hours)
4. Teaching grammar, spelling, and mechanics (3 hours)
5. Assessing writing (formal and informal, giving feedback, using rubrics) (3 hours)
6. Multiple Literacies and Writing (popular culture, non-print, etc.) (3 hours)
7. Writing and learning, writing across the curriculum (3 hours)

Required Texts:

Cunningham, P. M., & Cunningham, J. W. (2009). *What really matters in writing: Research-based practices across the elementary curriculum* (2nd ed.). Pearson. ISBN: 978-0205627424

Graham, S., MacArthur, C.A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). New York, NY: Guilford Press. ISBN: 978-1462510085

Spandel, V. (2012). *Creating writers: 6 Traits, Process, Workshop, and Literature* (6th ed.). Pearson. ISBN: 978-0132944106

Selected articles (PDFs are on the class Blackboard site)

Methods of Instruction:

- Lecture will include discussions of readings.
- Lab will include engaging in the writing process, reflecting on writing process, and discussion of video clips of writing instruction from the classrooms of accomplished teachers.

Suggested Student Activities:

1. Writing Portfolio and Reflection, 300 pts

Students will complete a portfolio of writing done in and for class to include a variety of rough drafts (i.e., personal narratives, poetry, graphic novel/comic, other genres). This portfolio will include evidence of revision (multiple drafts of several pieces, evidence of attempts with revision strategies outlines in textbooks and supportive readings) and published pieces. Students will then reflect on their own writing development over the semester, sharing their best pieces and describing/assessing those pieces using 6-traits criteria. They will reflect on what they have learned and what they plan to change or now plan to do in their classrooms based on work completed in this class. (Course Objectives: 1, 2, 3, 9, 10)

2. Video and Reflection on Classroom Practice, 100 pts

Students will watch four videos highlighting best practice for writing instruction and respond to reflection questions. (All Course Objectives)

3. Group Presentation, 100 pts

Students will be responsible for leading a 30-minute discussion in which the class learns more about an aspect of the writing process or teaching writing. Drawing from **class assigned readings and additional self-selected materials from print-and non-print sources** (Web pages, multimedia and the Internet communication tools may provide non-print sources), students will be responsible for selecting the issues for class discussion, raising challenging questions about these issues, and engaging class members to participate in a discussion in some semi-structured way (an interactive presentation, a panel discussion, or an activity). Students should **NOT** summarize the content of the selected texts, but rather highlight major points of interest for discussion, and engage

actively all class members in teasing out interesting/conflicting issues, and hopefully, working toward solutions to these issues. **As a group**, students will be responsible for preparing an informative handout that: **a)** summarizes major highlights of their discussion; **b)** includes practical implications/solutions; **c)** contains bibliographical entries of resources; **d)** uses APA for citations. Also, **as a group**, students will provide the professor with all discussion and presentation-related materials (e.g. presentation handouts, PowerPoint slides, questions for discussion, or handouts for an activity/engagement (**due on the day of your presentation**)). **Individually**, students will write a single-spaced process reflection on the readings analyzed for their presentation, their and group members' individual contributions, and overall presentation performance. (Course Objectives: 1, 2, 3, 4, 7, 9, 10)

4. Review of Research Paper 200 pts

You will read and review at least 10 - 12 recent research articles (2000 to present) on a topic of interest related to writing instruction. You will write a literature review based on this research. (All Course Objectives)

5. Implications for Own Teaching and Classroom Paper 100 pts

Part One: Describe your pre-class beliefs and practices related to teaching writing.

Briefly describe (just a few paragraphs) your ideas and practices before this course about teaching writing.

Part Two: Describe four implications.

Describe four implications for your future classroom and teaching practice based on your learning in this course that will affect the ways you teach writing in the classroom. You could write about beliefs or ideas that you'll keep practicing because they've been supported by your learning and experiences in this class, or you could describe changes and new ideas/practices you plan to implement in your classroom. Explain in detail what you plan to do to support students' writing development, and how those implications/plans are supported by the professional reading, state standards, your experiences in the course, and so forth. In other words, explain what you plan to do and why you plan to do it. Consider topics such as the writing process, composition, writing assessment, grammar, spelling, mechanics, topics, sharing, revising, editing, adapting writing for content areas or for the primary grades, poetry, persuasive writing, modeling, etc. (All Course Objectives)

6. Final exam 200 pts (All Course Objectives)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: <http://students.msstate.edu/honorcode>

Technology:

Students in the course will communicate regularly outside of class using MyCourses. Technology will be integrated in meaningful ways. For example, students will use word processing as well as a variety of interactive web sites to compose and share writing and examine online and computer-based writing assessment.

Diversity:

Diversity among classrooms, teachers, and students will be discussed in this course. Students will examine materials for appropriateness to use with diverse learners.

Disability:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. For additional information contact SSS at 662-325-3335

Field Component:

This course has no field component.

Evaluation of Student Progress:

Grades will be determined based primarily on the criteria established in the individual rubrics and criteria for each assignment. In general, a B represents very strong, thorough, complete work of the sort that's likely to get you hired by a school principal. An A represents the quality of work I'd expect from teachers I'd want for my very own children. A C represents solid work of an "average" teacher. Below a C is not a passing grade.

Grading Scale:

- 100-925, (93-100%) = A
- 924-835 (84-92%) = B
- 834-755 (76-83%) = C
- 754-685 (69-75%) = D
- 684 and below (68% and below) = F

COURSE ASSIGNMENTS/ACTIVITIES

Writing Portfolio and Reflection	300 pts
4 Videos w/ Reflection	100 pts
Group Presentation	100 pts
Review of Research Paper	200 pts
Implications for Teaching & Classroom Paper	100 pts
Final Exam	200 pts
Total Points	1000 pts

ATTENDANCE POLICY:

Instruction will be based on course discussion, group work, group projects, in class writing and reflection, and many other participatory activities. If you are absent you will not be able to learn the course content. Because of the collaborative and interactive nature of the course, if you are absent you hurt your peers' opportunity to learn. You are expected to attend class regularly. If you are absent you are required to consult with another student to find out of the details of readings and assignments due for the next class. You must always come to class prepared and ready to turn in your assignments. Absences do not excuse you from being prepared the next time class meets. The schedule is a good guide but it may change. Bring the homework and turn it in on time. Late papers will not be accepted.

CLASS ETIQUETTE

Cell phones are to be turned off or placed on silent and put away during class, as per Mississippi State University policy. If there is an emergency situation that would require the need for your cell phone to be on vibrate, you are to first discuss this with your instructor. Text messaging or accessing the Internet via cell phone, PDA or personal computer **is not allowed during class**. If access to the Internet is necessary during class, the instructor will specifically direct its use.

Bibliography:

Calkins, L. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Culham, R. (2005). *6 + 1 traits of writing: The complete guide*. Portland, OR: Northwest Regional Educational Laboratory.

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Ernst, K. (1994). *Picturing learning: Artists and writers in the classroom*. Portsmouth, NH: Heinemann.

Graham, S., MacArthur, C.A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). New York, NY: Guilford Press.

Graves, D. (1983). *Writing: Teachers & Children at work*. Portsmouth, NH: Heinemann.

- Herrington, A., Hodgson, K., & Moran, C. (Eds.). (2009). *Teaching the new writing: Technology, change and assessment in the 21st-century classroom*. New York: Teachers College Press.
- Indrisano, R., & Paratore, J. (2005). *Learning to write, writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.
- Spandel, V. (2012). *Creating writers: 6 Traits, Process, Workshop, and Literature* (6th ed.). Pearson.
- Tompkins, G. E. (2001). *Teaching writing: Balancing process and product* (6th ed.). Upper Saddle River, NJ: Merrill.
- Whitham, C. (2005). *Teaching and evaluating writing in the age of computers and high-stakes testing*. Mahwah, NJ: Erlbaum.