TL 590 ST: WRITING IN THE ELEMENTARY SCHOOL CLASSROOM, 3 credits  
College of Education and Human Development—Department of Teaching & Learning
Room 7, Education Building       Spring, 2007, 7:15-9:45 Tuesdays

Instructor Information
Name: Dr. Shelby Barrentine, Professor  
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Phone #: 777-3243      Office Hours: By appointment
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Departmental Framework
This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the National Board for Professional Teaching Standards (NBPTS) which have been adopted for the graduate programs in the Department of Teaching and Learning.

Conceptual Framework (www.und.nodak.edu/dept/ehd/ncate/conframework.html)
The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

National Board for Professional Teaching Standards  http://www.nbpts.org/  
Standard #1: Teachers are committed to students and their learning.  
Standard #2: Teachers know the subjects they teach and how to teach those subjects to students.  
Standard #3: Teachers are responsible for managing and monitoring student learning.  
Standard #4: Teachers think systematically about their practice and learn from experience.  
Standard #5: Teachers are members of learning communities.

Course Description and Goals
This course examines writing as a process that is developmental, cultural, social, and individual. Teaching writing involves engaging learners in developmentally appropriate experiences such as writing, reading literature, craft lessons, self-assessment, conferring with peers and the teacher, and maintaining a writing notebook and folder.

This course is designed to meet the following goals:
- Increase your ability to effectively teach diverse children to write, respecting development, culture, gender, individuality and process;  
- Deepen your knowledge about the writing process;  
- Increase your effective implementation of writing workshop and its essential structures;  
- Deepen your knowledge about writing workshop curriculum;  
- Add to your repertoire of practices for monitoring/assessing writer’s growth; and  
- Inspire you to write as well as renew, extend and improve your ability to write;  
- Develop your ability to share your knowledge with the professional community.

All writers fall in and out of the fire. We all have scars. Writing is not easy. It is a journey over rugged terrain of saguaro and prickly pear and then, with any luck, into the valleys of still waters and lush green. Georgia. Heard—Writing Toward Home

Required Texts

Articles: You will be expected to access Blackboard for additional readings.
Other Required Materials
Composition book to use for a writing notebook
“Sticky” notes of various sizes

Other Book Resources

Instructional Practices
Reading, writing, class discussion, individual, small and large group activities, mini-lessons, interactive demonstrations, peer-teaching, video viewing, guest speakers, and student presentations are teaching and learning practices that are implemented in this course.

Assignments and Assessment
Expectations. You are required to complete assigned readings, in-class activities, and specific assignments. The specific assignments are listed on a separate page of this syllabus. You are expected to be on time for class and with assignments. You will have the opportunity to engage actively with course concepts in class. I ask that you participate in class in a way that supports and contributes to the community of learners.

Assignments. (see Overview of Assignments for more description)
- 10% Participation (see above)
- 15% Reflective Statement
- 35% Process and Teaching Portfolio with Finished Piece
- 40% Self-selected study (proposal, project, presentation)

Assessment and Grading. Assignments are assessed using scoring tools such as rubrics and credited with points. At the end of the semester, your points are converted to a percentage. The percentage grading scale for this class is as follows: 100-93% = A; 92-80% = B; 79-70% = C; 69-60% = D; below 60% = F.
The University policy for giving the mark “I,” Incomplete, is as follows: The mark “I”, Incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.

Policies
- Celletiquette: Cell phones should be turned off during class. If there is an emergency which requires you to be available, let me know, put the ringer on vibrate then signal to me and leave the classroom if you receive a call. Arriving late from break because of cell conversations should be avoided. Additionally, please avoid text-messaging during class time.
- Please contact me if you are unable to attend a class session; in some cases, you may still be responsible for work missed.
- It is expected that your assignments are to be handed in on time unless previous arrangements have been made. Otherwise, late work results in a loss of points.
- The syllabus is tentative in nature; changes to it will more than likely occur throughout the semester.
- You are expected to check Blackboard routinely for posts (e.g., readings, and course updates).
- Students who receive services through Disability Support Services are encouraged to visit with the instructor about accommodations that may be recommended or needed. Students who may need instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this as soon as possible.

**Overview of Assignments for TL 590 ST: Writing in the Elementary School Classroom**

Note: Additions, deletions, or modifications to the assignments may occur during the semester.

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<tr>
<th>PERCENT</th>
<th>ASSIGNMENT OVERVIEW</th>
<th>DUE</th>
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<tr>
<td>10%</td>
<td><strong>Participation:</strong> Complete assigned readings, in-class activities, and specific assignments; be on time for class and with assignments, actively participate with course concepts, supportive of your peers and the instructor.</td>
<td>On-going</td>
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<td>15%</td>
<td><strong>Reflective Statement:</strong> The goal of this paper is for you to organize the milestones in your learning up to this point in the semester. Ideally, the contents of the paper will develop organically—from your reading notes, course materials, and applied experience. This paper is 4-5 double-spaced pages of writing, with additional pages for the title page, references, and appendices (if appropriate). The paper should be written in first person and apply principles of effective writing (structure, style, readability, and grammar). Your paper should make effective use of APA style and <em>use headings and subheadings</em>. It may be helpful to think about reflection as using varied tools to help you “see” what you have learned: microscope (looking deeply at a major idea); mirror (seeing myself in new ways); magnifying glass (enlarging parts of various ideas); telescope (looking out into time and space).</td>
<td>Reflective Statement: Feb 27</td>
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<td>35%</td>
<td><strong>Process and Teaching Portfolio and Finished Piece:</strong> Throughout the course of the semester you will bring a piece of writing to publication. This piece will evolve from or be influenced by your writing notebook. As you work on the piece, you will be expected to read works in your chosen genre, meet with a genre–study group, and share your draft(s) with this same group. As you finish your piece, you will then determine how you will make use of it and you learning in your own teaching. All this information will be organized into a portfolio that clearly demonstrates your writing and thinking process. The portfolio will include (but not be limited to) your writing notebook, drafts, final piece, list of genre-specific books read, 1 original focus lesson and teaching ideas.</td>
<td>Portfolio: Mar 20</td>
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| 40%     | **Self-selected Project (Proposal, Project, and Presentation):** This is an opportunity to pursue a topic of interest in some depth. If you are a classroom teacher, you are encouraged to conduct a classroom-based writing project, ideally one that grows out of the course (e.g., a genre study, a study of a writer, action research on implementing an aspect of writing workshop.). Other projects such as writing an article about the teaching of writing for *The Prairie Reader*, developing a writing curriculum—complete with a substantive rationales and reference list are also appropriate. Each student is required to write a proposal for the project, meet with the instructor, and have the project approved by the instructor. A proposal form will be provided. To complete this project, you are required to use course readings, outside readings, and/or “human resources” (e.g., observations of your classroom, interviewing). Additionally, you are encouraged to use online resources and technology. Presenting your project is part of your grade for this assignment. Please use APA style for your paper. | Proposal: Mar 27  
Paper & Presentation: May 1 |
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<tr>
<th>WK #</th>
<th>DATE</th>
<th>TOPICS &amp; EVENTS</th>
<th>DUE TODAY</th>
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<tr>
<td>1</td>
<td>JAN 9</td>
<td>Introductory activities.  What is good writing? What beliefs about writing help and hinder effective writing instruction in our classrooms?</td>
<td>Ray, Chapters 1-4, p. 1-50&lt;br&gt;Buckner, Chapters 1-2, p. 1-34&lt;br&gt;Royal, p. 8-32</td>
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<td>3</td>
<td>JAN 23</td>
<td>Writing workshop: relationship between structure and writing that matters to children Writing Notebooks: Using them (Prewriting) Principles of Style</td>
<td>Ray, Chapters 9-12, p. 93-140&lt;br&gt;&lt;i&gt;Primary Voices: &lt;/i&gt;Nia (Bb)Royal, p. 86-100</td>
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<td>4</td>
<td>JAN 30</td>
<td>Writing workshop curriculum and planning (Content of the Curriculum) Principles of Readability</td>
<td>Ray, Chapters 13-16, p. 141-210</td>
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<td>5</td>
<td>FEB 6</td>
<td>Crafting Narrative (Drafting) Fiction Memoir/Personal Narrative</td>
<td>&lt;i&gt;Primary Voices: &lt;/i&gt;Goldfarb (Bb)&lt;br&gt;&lt;i&gt;Primary Voices: &lt;/i&gt;Arnberg (Bb)&lt;br&gt;Fletcher &amp; Portalupi, Introduction p. 1-14; Grade level section of your choice&lt;br&gt;Buckner, Chapters 4-5, p. 55-94</td>
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<td>6</td>
<td>FEB 13</td>
<td>Essential workshop structures and talk in the workshop</td>
<td>Ray, Chapters 13-16, p. 141-210</td>
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<td>7</td>
<td>FEB 20</td>
<td>Revision Editing Principles of Grammar</td>
<td>&lt;i&gt;The Reading Teacher: &lt;/i&gt;Saddler; Dix (Bb)&lt;br&gt;Buckner, Chapter 6, p. 95-109&lt;br&gt;Royal, p. 101-137</td>
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<td>8</td>
<td>FEB 27</td>
<td>Understanding Writers, Development, and Individuality</td>
<td>DUE: Reflective Statement</td>
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<td>9</td>
<td>MAR 6</td>
<td>Assessing &amp; Evaluating Writing (&amp; etc.)</td>
<td>Ray, Chapters 17-19, p. 211-270&lt;br&gt;Buckner, Chapter 7, p. 111-125</td>
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<td>10</td>
<td>MAR 13</td>
<td>SPRING BREAK</td>
<td>DUE: Process Portfolios TBD</td>
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<td>11</td>
<td>MAR 20</td>
<td>Writer’s Celebration: Publishing Assessment</td>
<td>DUE: Proposal for Project&lt;br&gt;&lt;i&gt;The Reading Teacher: &lt;/i&gt;Dworin; Rubin &amp; Carlan (Bb)</td>
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<td>12</td>
<td>MAR 27</td>
<td>Culture Conscious Writing Instruction</td>
<td>DUE: Proposal for Project&lt;br&gt;&lt;i&gt;The Reading Teacher: &lt;/i&gt;Dworin; Rubin &amp; Carlan (Bb)</td>
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<td>13</td>
<td>APR 3</td>
<td>Writing and Crafting Poems</td>
<td>&lt;i&gt;The Reading Teacher: &lt;/i&gt;Certo(Bb) Heed; Routman—TBD</td>
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<td>14</td>
<td>APR 10</td>
<td>Gender &amp; Writing</td>
<td>TBD</td>
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<td>15</td>
<td>APR 17</td>
<td>Informational Writing</td>
<td>Portalupi &amp; Fletcher, Introduction, p. 1-17; Grade level section of your choice</td>
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<tr>
<td>16</td>
<td>APR 24</td>
<td>Informational Writing</td>
<td>&lt;i&gt;Primary Voices: &lt;/i&gt;Reduce; Read (Bb); TBD</td>
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<td>17</td>
<td>MAY 1</td>
<td>Roundtable Project Presentations</td>
<td>DUE: Self-selected Project</td>
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