

**SYLLABUS: EDTE 760 ISSUES IN WRITING INSTRUCTION
(INVITATIONAL SUMMER WRITING INSTITUTE)**

I. Descriptive Information:

- A. EDTE 760: Issues in Writing Instruction K-12.
- B. Issues in the Teaching of Writing,
with emphasis on classroom applications K-12.
- C. 6 credit hours
- D. Admission by permission of instructor
- E. Graduate students who are selected for leadership roles in improving writing instruction
- F. Victoria Oglan, PhD
with mentor teacher-consultants

II. Course Goals and Objectives

- A. Participants will engage in the processes of writing across multiple genres.
- B. Participants will grow in understanding of teaching and learning writing through reading research and theory, reflecting upon their own writing processes and workshop experiences, and learning from other experienced teachers.
- C. Participants will create a coherent personal framework for teaching writing K-12.
- D. Participants will research, plan, and present a workshop for other teachers that provides instructional and curricular insights to improve the teaching of writing.
- E. Participants will demonstrate growth in giving response to writers, by modeling responses in class and by describing appropriate classroom strategies.
- F. Participants will become familiar with a wide range of print and on-line materials for teacher development and instructional use.

III. Required Texts:

Participants will read *Breathing In, Breathing Out*, and choose 3 other texts (1 memoir, 1 book about living as a writer, and 1 book about the teaching of writing) that are appropriate for their grade level, subject area, and previous study. Teachers will also receive a copy of *Image Grammar*, written by guest author, Harry Noden.

IV. Academic Requirements

In the Invitational Summer Writing Institute teachers will plan for the teaching of writing at their grade level and in their subject area, study applied research and theory, and develop their own writing abilities. They will also address issues of educational change, leadership, and staff development in preparation for taking leadership roles in the development of a cohesive writing curriculum K - 12. Institute work will be collaborative: The group will function as a reading, writing, and learning community, supporting and assisting each other. The specific content for the institute is primarily the responsibility of the participants, as they research and present selected topics and bring to the institute the results of their background reading and writing experience.

A. **Attendance and Participation**

The heart of this institute is the opportunity to experience and reflect on many different strategies to teach the processes of composing through supporting students' thinking and decision-making. Attendance and participation in each day's session is required of all

participants. Any absence must be pre-approved by Drs. Mary Styslinger or Victoria Oglan. Tardiness will contribute to attendance and participation. Unsatisfactory class attendance may be considered adequate reason for the instructor to request the student withdraw from the class. **Missing greater than 10% of the required 90 hours will result in failure of the course.**

B. **Writing Assignments**

1. Responses to Reading

To relate readings to individual beliefs and teaching situations, participants will regularly respond to readings in a variety of formats including double-entry journals, sticky notes / post-its, quickwrites, etc. Responses to the readings should be collected in a binder and turned in each Thursday.

2. Writer's Notebook (Writing Prompts PLUS)

Keep a writer's notebook and record your early rumblings, farfetched visions, and the faint scratchings of your imagination. You will meet with other teachers throughout the institute, sharing pieces and parts of your notebook.

3. Drafts of Writing in Three Different Genres

Choose a topic of interest to you, or an important event in your life, or a person who is important to you. During the institute you will write in three different modes, or forms, about this topic, one piece of writing growing out of the others. Possible "modes" are personal narrative, sketch, short story, folk tales, poem, play, informational article, eulogy, editorial, letter, and so forth. This writing will be done in and out of the institute, with multiple drafts to meet response group deadlines.

Typed, xeroxed copies will be needed for some of the response group sessions. The overall purpose of this writing is primarily to explore the nature of drafting and revising, and to become more sensitive to the qualities of writing that make it compelling for the reader.

One carefully edited, single spaced typed copy of one piece of your personal writing printed and on disc is due on the last day to be placed in a class anthology. Copies of all drafts are due the next to last day of the Institute for instructor response.

You will have many opportunities to experience writing for different purposes during the institute. Keep all your prewriting and drafts in your writing folder, and bring it each day so that you will have a selection of pieces for revision activities and discussion.

4. Writing Process Reflection

Spend some time reflecting upon your summer reading and writing. Look through your four texts, your writer's notebook, writing folder, and final pieces. Contemplate what you have discovered in study groups, learned from teachers, and pondered with authors. Collect your thoughts. Then express your beliefs about the processes involved in learning to write. You may define the focus, form, length, and style in the way that seems best to you. Include references to authors you have read this summer. This is due along with your writing folder on the last day of the project.

5. Publication

Select one piece of writing from your bulging portfolio to polish for publication. You will submit it to the NWP E-Anthology or an appropriate magazine, newsletter, journal, or other publication of your choice.

6. Class Log

To keep an accurate record of the Summer Institute, Summer Fellows will share in the responsibility of keeping a daily log. For each day of the Institute, Fellows will recount the day's events by composing a log summary and submitting it to the other Fellows on the following morning. The best logs re-create the atmosphere of the daily sessions; they record the highlights of teacher workshops and reflect on the ideas, questions, and issues raised during the discussions. Logs should be typed and no more than two sides of a page in length. Please make enough hard copies to distribute to teachers and co-instructors (23). Each day will begin with the reading of a "log" that reflects on important happenings of the previous day.

7. Writing Prompt

Every writer needs to “warm up.” Each morning we will practice our craft after being inspired through a writing prompt. We will read a passage from a text, play soothing music, or respond to a work of art—in some way, we will begin our day with writing for 10 minutes. Please know that you are always free to vary your writing from the prompt—as long as you begin your day with writing, we do not care what the writing is about.

8. Read Aloud

Help us to read like writers. Select a picture book, a passage of a novel or play, or paragraphs from a professional text that inspire or move you. After reading, prompt us to think about some aspect of writing through your reading for 10 minutes.

9. Workshop Presentation

Prepare and give a 75-minute workshop (60 minutes presentation plus 15 for discussion) that unites theory and practice on a selected topic for an audience of teachers, administrators, or parents. More specific guidelines given at our June meeting.

10. Workshop Reflection

After viewing a dubbed videotape of your workshop presentation, write a detailed reflection that summarizes your strengths and weaknesses as a presenter. What content stimulated participants? What methods engaged participants? Equally, offer areas for improvement in workshop content and presentation style. Contemplate and share the suggestions of others offered during discussion in class. Suggest specific ways that you will change the workshop in the future.

TOPICS

- Classroom environments for life long literacy
- Writing assignments and instructional strategies
- Managing writing processes in a workshop approach
- Peer relationships in writing workshops
- Assessment strategies: teachers and students
- Learning about language through its use
- Writing across the curriculum
- Writing and literature
- Issues of professional leadership in education

V. Administrative Requirements:

This class follows requirements of the graduate school for attendance.

VI. Evaluation and Grading

Attendance and Participation	5
Journal (Double Entry)	15
Writer's Notebook	10
Drafts of Writing in Three Different Genres	15
Writing Process Reflection	10
Publication	5
Class Log	5
Writing Prompt	5
Read Aloud	5
Workshop Presentation	20
Workshop Reflection	5

*A=100-93, B=82-92, C=70-81, D=60-69, F=59 and below