



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

ELEM 624 - Teaching Writing in the Elementary School

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I. COURSE DESCRIPTION

A study of the writing process and the teaching of composition in the elementary grades.

II. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 - 1203.

III. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The

conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

IV. TEXTBOOK

Piazza, C.L.(2003). *Journeys: The teaching of writing in elementary classrooms.* Upper Saddle River, NJ: Merrill/Prentice Hall

ISBN 0-13-022144-9

V. COURSE GOALS AND OBJECTIVES

The goals of this course are to provide graduate level education in writing methods for elementary educators, middle grades language arts educators, and secondary English MAT students. The objectives for the course are taken from the NCDPI Standards and Indicators for Elementary Teachers, Middle Grades Teachers, Standards for Master's Degree Teacher Education Programs, FSU Conceptual Framework, and the International Reading Association Reading Professionals Standards.

NCDPI, NCATE OR SPECIALTY AREA STANDARDS, FSU CONCEPTUAL FRAMEWORK ALIGNED WITH LEARNING OUTCOMES

Master's Standards	NCDPI Standards	NCATE Standards	FSU Conceptual Framework	Assessments
Standard 3 Content and Curriculum Expertise	Standard 1 E a wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.	Content Knowledge	Communication	Reflection on Writing Workshop
Standard 4 Student learning	Standard 1A the function, the influence and the diversity of	Pedagogical Knowledge		Class Discussions

	language.			
Standard 3 Content and Curriculum Expertise	Standard 1 E a wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.	Content Knowledge	Communication Research and Leadership	Reflection on Standard English Scientifically Based Research Report
Standard 3 Content and Curriculum Expertise	Standard 1E a wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.	Content Knowledge Pedagogical Knowledge	Communication	Reflection on the Writing Workshop, Class Discussion
Standard 3 Content and Curriculum Expertise	Standard 1F multiple composing processes.	Content Knowledge	Communication	Standard English class discussion and exercises, Reflection on Standardized Writing Tests
Standard 1 Teacher leadership	Standard 1F multiple composing processes.	Content Knowledge Pedagogical Knowledge	Technological competence Respect for diversity and individual worth	Genre Presentation
Standard 1 Teacher leadership	Standard 1F multiple composing processes.	Content Knowledge Pedagogical Knowledge	Research and Leadership	Scientifically Based Research Report
Standard 3 Content and Curriculum Expertise	Standard 1E best instructional practices and techniques in the language arts for all learners.	Content Knowledge Pedagogical Knowledge	Communication Knowledgeable and reflective educators	Class discussion and activities on standardized writing tests

* EL=elementary standard, ML= middle grades standard

VI. DIVERSITY

Diversity is assessed through class discussions and by the inclusion of culturally responsive practices and multicultural experiences in the Genre Presentations. Some students may opt to complete their Scientifically Based Research Project on diversity issues. There are in class activities that simulate challenges children from minority cultures and struggling writers to help the candidates understand diversity on a personal level.

VII. TECHNOLOGY

Use of technology in instruction is modeled by the professor who uses on a weekly basis the laptop, LCD projector, PowerPoint presentations and the Internet. Students are required to submit their reflection assignments via email. The course has web supplements on a Blackboard course site which students are required to access at least four times during the course. Technology competencies are assessed through the assignment to do a URL Treasure Hunt for the content of the first reflection and by the capability to use email and Blackboard. Students are encouraged to use the laptop, Internet, document camera and LCD projector during genre presentations. PowerPoint presentations are required as part of the Scientifically Based Research Report.

VIII. DISPOSITIONS

Students are expected to engage in self-reflection, attend class regularly and participate in class discussions. During those discussions and in class activities, candidates are expected to interact appropriately and positively with others, accept and use constructive criticism, and demonstrate that they value and respect diversity and individual differences. A courteous, respectful and professional attitude is to be maintained at all times. Candidates are expected to complete a Peer Coaching Activity during one class session. These dispositions will be present in the success peer coaching session.

IX. GENERAL REQUIREMENTS

Attendance at all class sessions is expected. Some sessions will be held online. You must be able to access Blackboard during this class. Specific assignments required appear in the next section.

X. EVALUATION CRITERIA

25 pts. Class presentation of a genre of writing designed to illustrate key concepts to be taught related to that genre to include motivation/rationale, activities/strategies, assessment, and sharing of illustrative examples from students. Make sure to engage peers in activities.

10 pts. Review of URL's via Blackboard
Submit 5 web sites that will be helpful in teaching writing.

10 points: 10 Journal Critiques (1 page) Read five Current journal article about writing. Include:

Summary

Reflection

Bibliography

Place these in the discussion Forum and critique at least one of your classmates' entries each time.

21 pts. Reflective Journal Entries (a minimum of 7)

24 pts. Class participation: quality of peer coaching, participation in discussions and in class activities. There is no way to make these points up if you are not in attendance.

20 pts. Summary of Scientifically Based Research on a language arts topic. This presentation must include a PowerPoint presentation and handouts. The purpose of this assignment is to produce a paper that supports one instructional method based on scientific research.

25 pts. Portfolio

It will include the work of 10 children's work in each of the genres discussed in class (chapters 2 - 6). Use the same ten children for each genre.

10 pts. Final Exam

Grading Scale

135 to 150 Pts = A

120 to 134 Pts = B

105 to 119 Pts = C

Below 104 Pts = F

XI. COURSE OUTLINE (with Assignment Schedule)

DATE	TOPIC	Assignment Due
Aug 24	Course Overview	Shorter
September 8	Writing Workshop - Chapter 1 Review of URL's	Shorter All
Sept 15	Online Session	Reflective Journal Entry1
Sept 22	Online Session	Reflective Journal Entry 2 Journal Critique 1
Sept 29	Online Session	Reflective Journal Entry 3 Journal Critique 2
Oct 6	Chapter 2 Chapter 3 Culturally Responsive Education in LA	
Oct 13	Online Session	Reflective Journal Entry 4 Journal Critique 3

Oct 27	Chapters 4 Chapter 5	
Oct 20	Online Session	Reflective Journal Entry 5 Journal Critique 4
Nov 3	Online Session	Reflective Journal Entry 6 Journal Critique 5
Nov 10	Online Session	Reflective Journal Entry 7
Nov 17	Chapter 6 Chapter 7	
Nov 24	Research Presentations	All
Dec 1	Portfolios Due	All
Dec. 8	Final Examination	Blackboard

XII. TEACHING STRATEGIES

The course will include lecture-discussion, demonstration lessons by the candidates, individual projects, reflections, Internet and traditional library research, and online assignments.

XIII. REFERENCES

www.ncte.org