

ED 589 - APPROACHES TO RUNNING A WRITERS' WORKSHOP: PROCESS WRITING IN KINDERGARTEN THROUGH HIGH SCHOOL

SYLLABUS

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COURSE DELIVERY:

Print-Based Correspondence Course

CREDIT HOURS:

Two or Three Semester Hours

PREREQUISITES:

A baccalaureate degree is required for graduate level courses.

To take the course for three credit hours you must have access to a group of students or at minimum one child to try these writing ideas with. If you don't have your own classroom you might ask to volunteer in someone's room for a period of two to six weeks. If you aren't able to work in a classroom, you could work with just one student. This child must be willing to complete an entire piece of writing from the planning stage to publishing. Perhaps you know of a child who is struggling with literacy and you could volunteer to help this child while you use him/her as your student for this course.

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the "ASC Bookstore" icon.

Use **Section Number: 951** to order books from Bookstore site.

Required Textbook:

Fletcher, Ralph and Portalupi, JoAnn. *Writing Workshop: The Essential Guide*.
Portsmouth, NH: Heinemann, 2001. ISBN: 0-325-00362-9

CATALOG DESCRIPTION:

Get students to fall in love with writing and write with power and voice while improving their ability to write for state mandated tests. Learn to model writing instruction so that your students see firsthand what is expected of them every step of the way. In this course teachers will learn

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to run a writers' workshop in their classrooms where students plan, draft, revise, proofread, edit, and publish for real audiences and real purposes. Learn to model each of these steps while becoming a better writer alongside of your students. When students see their teacher engaged in the act of writing on a regular basis, it is much easier to motivate and teach them what is needed to become an excellent writer.

STUDENT LEARNING OUTCOMES:

Participants in the Two Credit Course will:

1. Describe the steps in process writing:
 - Prewriting
 - Planning
 - Drafting
 - Revising
 - Proofreading
 - Editing
 - Publishing
2. Plan focus lessons that direct the learning in their workshops based on the needs of the students in their classroom. Participants will learn to set up entire units around focus lessons.
3. Read about running writing conferences.
4. Learn about supporting children in choosing meaningful writing topics.
5. Read and examine ways in which to direct students to focus their writing for particular purposes, audiences, and in many forms.
6. Learn to set up draft books or writing folders for their students to store their writing in.

Participants in the Three Credit Course will:

1. Describe the steps in process writing:
 - Prewriting
 - Planning
 - Drafting
 - Revising
 - Proofreading
 - Editing
 - Publishing
2. Demonstrate and teach each of the preceding steps for their students.
3. Plan and teach focus lessons that direct the learning in their workshops based on the needs of the students in their classroom. Participants will learn to set up entire units around focus lessons.
4. Run small group and individual writing conferences with students emphasizing riving, revision, and editing conferences.
5. Support students in choosing meaningful topics that support young writers in being motivated to stay with a piece of writing from planning to publishing.
6. Direct students in focusing on writing for a particular purpose, audiences, and in many formats.

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7. Learn to set up draft books or writing folders for their students to store their writing in.

COURSE REQUIREMENTS:

Participants will work through the writers' workshop process by reading the textbook and study guide. This process will be put into practice in their own writing and in working with students. Participants will be required to submit reaction papers throughout the process over what they learn and their experiences with the application of the process. Specific components of the process will also be assigned.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

Two Credit Course:

Reaction papers (6)	100 points each	600 points
Topic list, TAPF and PLAN		50 points
Rough Draft		50 points
Revised Piece		50 points
Polished Piece		50 points
Unit plan		100 points
Lesson planning sheet		<u>100 points</u>
Total Points		1000

Three Credit Course:

Reaction papers (6)	125 points each	750 points
Student writing sample (TAPF and plan)		50 points
Unit plan		100 points
Lesson planning sheet		<u>100 points</u>
Total Points		1000

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.