

ELAN_4120_hermann-wilmarthj_sp03

ELAN 4120 Language and Literacy in Elementary Schools Spring, 2003
Jill Hermann-Wilmarth 1:25-3:30
Email: jillhw@peoplepc.com Room114/115
Office (126 F) hours: By appointment

Required Text:

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. New York: Avon Books.

Children's Books:

Bruchac, J. (1998). *The heart of a chief*. New York: Dial Books.
Ryan, P. M. (2000). *Esperanza rising*. New York: Scholastic.
Wolff, V. E. (1998). *Bat 6*. New York: Scholastic.

Suggested Text:

Chancer, J. & Rester-Zodrow, G. (1997). *Moon journals: Writing, art and inquiry through focused nature study*. Portsmouth, NH: Heinemann.
Fox, M. (1993). *Radical reflections: Passionate opinions on teaching, learning and living*. New York: Harcourt Brace and Company.
Fletcher, R. & Portalupi, J. (1998). *Craft lessons*. York, ME: Stenhouse.
Fletcher, R. & Portalupi, J. (2001). *Nonfiction craft lessons*. York, ME: Stenhouse.
Hindley, J. (1996). *In the company of children*. York, ME: Stenhouse.
Laminack, L., & Wood, K. (1996). *Spelling in use*. Urbana, IL: NCTE.

Outline of Requirements

1. **Attendance and participation are expected.**

As there will be little lecture, *preparation, participation* and *promptness* are crucial.

I expect:

1. that you will have read all assignments and prepared all responses prior to class.
2. that you will contribute to our discussions through listening and commenting.
3. you to check your email at least twice a week for any messages that I might need to get to you—please check one time on the weekend, before Monday's class.
4. you to be on time and present to every class unless you have an emergency or a serious illness. More than 2 excused absences will result in a 5 point overall deduction per absence. Every tardy after your second will result in a 2.5 point overall deduction in your grade.
5. you to practice academic honesty.

Notes:

Assignments:

I believe that work that merits an A is excellent work, truly pushing the boundaries of the assignment and using it to thoroughly investigate questions and attempt answers. A work is surprising—it makes me think about the topic in a new way. You have come to the assignment from a particularly creative, incredibly thoughtful, intellectual or reflective stance. B work is good, completed with thoroughness and thoughtfulness. B work is expected, if not somewhat predictable. If you are doing C work, you are just completing assignments. When I evaluate your assignments and projects, I will look for the following:

6. Have you fulfilled the purposes of the assignment? Does your work evidence your learning in this area?
7. Have you examined the resources and thoroughly supported your work? Have you synthesized the discussions and readings and applied them?
8. Are your thoughts and ideas apparent? Have you invested your work with creative thought and expression?
9. Is the work presented well? Is it organized clearly, showing your grasp of the ideas you are expressing?
10. Have you edited your work so that your presentation is professional and accurate?

Papers:

For all turned in assignments (outside of the Writer's Notebook), please use 12 point, Times New Roman font, unless the creativity of your writing is compromised by these restrictions.

Late Work

Work is expected to be turned in on the day, and at the time that it is due. One half of a letter grade will be deducted from assignments turned in any time 24 hours after the due date. After 24 hours, one full letter grade will be deducted per day. No assignments will be accepted after 3 days past the original due date.

Cell Phones

Out of respect for our learning community, please make sure all cell phones are turned off before class begins.

2. **A Writer's Notebook will be kept.** We will explore the definition of a writer's notebook in size and content. Daily writing must take place along with gathering of meaningful paraphernalia that will inspire our writing. I expect that responses and connections to the readings (for our class, or any other reading that strikes you), life experiences, and teaching experiences will be explored in these notebooks. In order to receive full credit for your Notebook, you must make connections to the readings and to class. I will conference with each of you a few times throughout the semester in order to discuss your writing ideas, questions, and progress. It is your responsibility to make sure we conference 3-4 times this semester. To ensure that we are keeping our Notebooks current, I will write the class a monthly letter describing the work I'm doing in my notebook, and you will write me a similar letter. These letters will be sent over email, and are due by 5:00 February 10, March 12, April 9, and April 30 . (20 points)
3. **Writing Assignments with specific due dates** will be turned in that allow for the development of your writer's notebook ideas in the areas of nonfiction writing

- (Cultural Memoirs (15 points)) and fictional writing (in any form that you find meaningful (15 points)). The Cultural Memoirs assignment will be due before you leave for your field assignment.
4. **Field Work.** While you are in the field, you will keep up with your Writer's Notebook, including weekly reflections of how writing is taught in your classroom by you and by your cooperating teacher, and what is positive or negative about what you have experienced. Also, three lessons or descriptions of lessons will be required that includes an evaluation by you and a student of what and how learning about writing took place. This will be due the day you return to class (March 24)—it is important that you remember to bring it that day. Late work will not be accepted for this assignment(10 points). While you are in the field, you need to read either *Radical Reflections: Passionate Opinions on Teaching, Learning, and Living* or *Spelling in Use*. You will write a review of this book to share in small groups. (10 points).
 5. **Chapter Book Responses:** Write a thoughtful 3 page paper in response to each of the three chapter books. (5 points each)
 6. **Choice Project**—Final (15 points)

ELAN 4120, Spring, 2002—Course Schedule

<u>Date</u>	<u>Assignment/Reading Due</u>	
Jan. 13	Creating Rubrics/Establishing Purpose	
Jan. 15	Writer's Notebooks	<u>A Writer's Notebook</u>
Bring your Writer's Notebook to every class from now on!		
Jan. 22 1-4, 11-12	The Essentials of Writing	and Writer's Workshop Calkins, Chs.
Jan. 27	Memoir/ Writing	Calkins, Chs. 5-6, 24 Article given by Jill
Jan. 29	Writing Developmentally	Calkins, Chs. 7-9
Feb. 3	Conferencing and Publication	Calkins, Chs. 13-18
Feb. 5	Assessment	Calkins, Chs. 19-20 <i>Heart of a Chief</i> paper due
Feb. 10 5:00	Curriculum	Calkins, Chs. 21-23 Letter due to Jill (over email) by
Feb. 12	Curriculum	Calkins, Chs. 25-26 Cultural Memoirs
Due	Field Work-----February 18-March 14-----	
	Letter due to Jill (over email) by 5:00 on March 12, 2003!	
	Spring Break-----March 17-21-----	
March 24		<i>Bat 6</i> paper due Field work due
March 26	<u>What a Writer Needs</u>	Chapters 1-3 Book Review of Choice book due.
March 31	<u>What a Writer Needs</u>	Chapters 4-5
April 2	<u>What a Writer Needs</u>	chapters 6-8
Apr. 7	<u>What a Writer Needs</u>	Chapters 9-11
Apr. 9 5:00	<u>What a Writer Needs</u>	finish book Letter due to Jill (over email) by

Apr. 14
choosing

Article of your

Apr. 16
paper due

Esperanza Rising

Apr. 21

Article in OIT

Apr. 23
choosing

Article of your

Apr. 28

bring rough draft of
fiction piece/ article in OIT

Apr. 30

fiction piece due
Writer's Notebook due
Letter due to Jill (over email) by

5:00

Your final is due on May 6 at 5:00 to Jill's office (126 F).

Field Expectations

Writing Activities: The intern should teach writing as many days as possible, either with the mentor teacher or alone. Activities can be completed with the whole class or with a small group. The writing can be during the language arts period or can occur in learning centers or other time periods. As a general framework, the intern should:

- Teach children how to choose topics
- Focus on the process of writing, as well as the final product, by helping children to develop their topics, talk with each other, and revise when appropriate
- Teach children how to share their writing at various stages
- Teach children how to respond to the writing of others
- Teach the skills of handwriting, spelling, grammar usage, and other tools of good writers within the context of daily writing, during the editing phase, and conferences
- Work with the children to edit for classroom publication (individual or class books)

The optimal time for a writing workshop is 30-40 minutes, which includes time for a short lesson on various writing skills to begin the workshop and time to share at the end.

Reading Aloud: The intern should read aloud to students as many days as possible, either to the whole class or to a small group. A read-aloud session may be part of a writing workshop. The intern should draw from a variety of literature and may include some longer books to be read across several days.