

ELAN 4120: Language and Literacy, P-5

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Office hours: By appointment

Spring 2008
Thurs: 8:00-11:45
Aderhold 114

Required Text

- Fletcher, R. & Portalupi, J. (1998). *Craft lessons*. York, ME: Stenhouse.
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Ray, K. W. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

**Additional readings will be available on the course WebCT site as indicated*

General Information

Purpose and Goals

The guiding philosophy behind this class is that in order to become better teachers of writing, we ourselves must engage in the writing process. We should see ourselves as writers and recognize the varieties of ways in which writers practice their craft. By doing this, we gain an understanding of our own writing processes and increase our effectiveness as writing teachers.

The goals of this class are:

- To guide and encourage you in your own growth as a writer
- To introduce you to the Writing Workshop approach to writing instruction
- To help you prepare for your fieldwork
- To introduce definitions of literacy beyond reading and writing
- To allow you to practice and reflect upon oral language skills

We will explore what writing is and what it is becoming, and what the changes in writing mean to us as creative persons and teachers.

Outline of Requirements

Attendance, Participation and Oral Literacy

Attendance and *active* participation are required. You need to be in class in order to learn from classmates, and for them to learn from you. While I do understand that health, work, and family responsibilities at times may preclude attendance, if it is necessary for you to miss a day of class, I would appreciate it if you let me know in advance.

While we all have varying comfort levels of class participation, it is expected that everyone will support the class community and their own learning by engaging in class discussions. The class will generally follow a writing workshop and reading group structure. The success of the class depends on what each of us brings and the manner in which we bring it. There will be very little lecture in this class; therefore, it is essential that you have read, thought, and written about assigned readings *prior* to class. *Active*

participation is defined as: (1) providing evidence that you have read the assigned material; (2) engaging in thoughtful and reflective oral and written response to the reading; (3) demonstrating respect for the ideas of others; (4) working productively in small groups.

As evident in the above, we will make oral literacy part of our classroom practices through our whole group and small group discussions. You are encouraged to think beyond the confines of this class and enliven our discussions with your reflections on other readings and experiences. Writing classes must be, by definition, safe and nurturing spaces, and we will work together to create the kind of supportive learning environment in which good written and oral communication can flourish.

Grading Policy

This course is designed to cover writing instruction, along with broader language and literacy classroom instruction. In contrast to ELAN 3110, we'll develop rubrics together as a class to help us assess our own composition products as well as to inform our thinking about evaluation and assessment methods for our future literacy classrooms.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. If you are unfamiliar with UGA's guidelines for academic honesty, I strongly urge you to read about the policy, particularly section 5 (<http://www.uga.edu/ovpi/honesty/acadhon.htm>).

Email

You will need to have a working email account for this class. Please check your email twice a week for any messages I might need to send you. Likewise, I will check my email daily for any messages from you.

Late Work

All work is expected at the start of class time on the day it is due.

- Work turned in within the 24 hours after the due time will result in the deduction of half a letter grade.
- Work turned in after 24 hours will result in the deduction of a full letter grade.
- No paper will be accepted three days after the due date.

Cell Phones

Please turn them off when you enter class.

Note: This syllabus is open to change depending upon the needs of the class. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Assignments

All written assignments should be done in 12 pt. Times New Roman font, *double-spaced*, unless you need to alter size, format and font for creative purposes. **All papers should be revised, proofread, and edited before they are turned in.**

Assignment	Weight	Due Date
1. WebCT postings	20%	Weekly
2. Flickr Project	10%	Weekly
3. Writing Workshop Mini-lesson	10%	January 31
4. Narrative Memoir	20%	February 14
5. Field Work Evaluation	20%	April 4
6. iMovie Digital Literacy Project	20%	April 25

Explanation of Assignments:

1. WebCT postings (due weekly)

Your own searching and inquiry are vital to this class, so it is important that you read the material with a critical and responsive eye. These WebCT postings will allow you to focus some of your more crucial thoughts about the class readings. With each post, you should note important quotes/ideas/concepts about the class readings and, in addition, pose at least two questions. The questions should reflect things you don't understand, things you wonder about, things that provoke you or make you think about your own teaching and learning processes. We will use these to generate whole and small group discussions on the readings.

2. Flickr Project (due weekly)

We will explore the online image sharing and social networking software Flickr and its potential for literacy education. As a class we will brainstorm and generate ideas for using images to make meaning and tell stories and for using social networking to build communities for various literacy practices. Each of us will create a Flickr account, upload and tag images, join and participate in Flickr groups, and discuss a variety of related topics including "visual literacy" and awareness about developing personal and professional identities.

3. Writing Workshop Mini-lesson (due January 31)

Following the format in Fletcher and Portalupi's *Craft Lessons*, develop in detail one original mini-lesson using children's literature to help writers develop their craft. This mini-lesson is to be prepared to fit within a writing workshop and can be used in your fieldwork.

***Bring 30 copies of your mini-lesson to class January 31. Each student will have a repertoire of mini-lessons to carry into the field experience.*

4. Narrative Memoir (due February 14)

Discovery is an important part of the writing act, so you will be asked to write a narrative that represents you and the cultures that have shaped you. While this narrative memoir should be written, it does not have to be limited to words; in fact, it is my hope that you do not restrict yourself to words but also include images, colors, objects, even sounds, movement and food. *Culture* can be defined in various ways (a term we'll spend time talking about prior to our narrative memoirs). On the due date, we will create our own "walking gallery," where your memoirs will be viewed and your peers will be given the opportunity to respond to your work. *The written portion needs to be edited, proofread and accurate according to conventions.*

5. Field Experience Evaluation (due April 11)

While you are in the field, in addition to writing instruction, you will need to observe and think about the **writing** and **oral skills** instruction and practices taking place in the classroom. There will be two parts to this project:

- *Daily jot lists of your observations.* I will provide a template for this daily listing, although you are free to use another method of data recording (please discuss alternative methods with me in advance). In a concise form, describe the mini-lesson/literacy center you or your mentor teacher are presenting, what happened, how the students responded, etc. This chart is to help you plan for each day and to remember what happened during the day.
- *A reflective evaluation of your literacy teaching experience.* In this paper, reflect upon the literacy portion of your field experience. Drawing on the notes you made on the above chart, you should ponder, question, challenge, and generally cogitate about what happened in terms of writing and oral skills in the classroom. It should NOT be merely a recitation of your time in the field but an analysis. Make this paper as rich and detailed as you can. Focus on the individual student you worked with as well as your whole group teaching. Questions you could address:
 - What seemed to “work” for the student(s) as they developed their reading and writing literacy? What seemed to block them?
 - What did you notice about yourself and your own reactions as you progressed through the month?
 - How did the mentoring teacher operate in the class?
 - How did this experience impact your thinking about your future literacy instruction?
 - Who is invited to share during conferences and writing groups?

In this paper you should also evaluate your oral literacy practices *during the whole semester*. Remember that oral literacy also includes listening. Some of the questions you could address:

- How did you orally communicate with your students?
- How did you communicate with your mentor teacher and other faculty?
- Did you have a chance to talk with parents? If so, analyze the experience.
- Were there times you thought you communicated particularly well, or perhaps not well enough?
- How well did you communicate with your classmates during whole group and small group discussions? How well do you think your peers felt you communicated?

This reflective evaluation should be between 4-5 pages and should be thoughtful, critical, creative, insightful, even provocative. Include student work if you can (not included in the 4-5 page length). You will turn in to me both the daily jottings and the reflective piece. *The reflective piece needs to be edited, proofread and accurate according to conventions.*

6. iMovie Digital Storytelling Project (due April 25)

The goal of this project is to introduce you to an available technology applicable to literacy, and to challenge you to think about literacy beyond reading and writing. Working individually or in groups of no more than four, you will create a “digital story”

(more about this genre will be presented in class) using the Apple's iMovie software to share with the class. This project is wide open; the topic should be selected based on your interests and needs as writers, teachers and storytellers. More information on creating iMovie "digital stories" will be presented and practiced during the second half of this course. You or your group will share your iMovie during our Film Festival on April 24.

ELAN 4120, Spring 2008 – Course Schedule

Date	Focus	Readings/Assignments
January 10	Teachers as Writers What is Literacy?	
January 17	Writing Workshop: Building a Home in a Writing Classroom Genre Exploration: Introduction to Memoir	Readings Fletcher/Portalupi (WW): Chs. 1, 2 Fletcher (WebCT): Ch. 4 Ray (WW): Chs. 1, 2 & 3 Assignments <i>WebCT postings</i>
January 24	Mini-lessons: Using Literature to help students develop the craft of writing Genre Exploration: Digging Deeper into Memoir	Readings Fletcher/Portalupi (WW): Chs. 3, 4, 7 Fletcher (WebCT): Ch. 5 Fletcher (CL): Pgs. 1 – 13 Ray (WW): Chs. 4, 5, 6, & 13 Assignments <i>WebCT postings</i>
January 31	Introduction to Conferencing: Peer and Student/Teacher Conferencing <i>Mini-lesson Potluck</i>	Readings Fletcher & Portalupi (WW): Ch. 5 Fletcher (WebCT) Ch. 6 Ray (WW): Chs. 7, 8, 9 & 14 Assignments <i>WebCT postings</i> <i>Mini-lessons due</i>
February 7	Giving the Grade: Assessment, evaluation and spelling <i>Narrative Memoir Gallery</i>	Readings Fletcher/Portalupi (WW): Chs. 8, 9, 10 & Appendixes M, N, O and P Fletcher (WebCT): Chs. 7, 8 Laminack & Wood: Chs. 3, 6 (WebCT) Ray (WW): Chs. 10, 11, 12, & 17 Assignments <i>WebCT postings</i>

February 14	<p>Multiple Ways of Sharing</p> <p>Beyond Reading and Writing: Multiple Ways of Knowing in the Language Arts Classroom</p> <p>Digital Literacy Project: Introduction to iMovie</p>	<p>Readings Berghoff (WebCT): Sign Systems Fletcher/Portalupi (WW): Ch. 10 Prensky (WebCT): Digital Natives Ray (WW): Ch. 15</p> <p>Assignments <i>WebCT postings</i> <i>Narrative Memoirs due</i></p>
February 21	<p>Publication Possibilities</p> <p>Multimodal Possibilities in the Language Arts Classroom</p> <p>Digital Literacy Project (lab time)</p>	<p>Readings Fletcher (WebCT): Ch. 13 Henkin (WebCT): Outsiders Ray (WW): Ch. 16, 18 & 19</p> <p>Assignments <i>WebCT postings</i></p>
February 27- March 31	Field Work	<p>Assignment <i>Keep your jot lists. Observe and reflect.</i></p>
March 13- March 17	Spring Break	
April 3	<p>Play with Language & Teaching for Social Justice</p> <p>Film: <i>Whale Rider</i></p> <p>Digital Literacy Project (lab time)</p>	<p>Readings Fletcher (WebCT): Ch. 12 Henkin (WebCT): Social Justice</p> <p>Assignments <i>WebCT postings</i> <i>Field Evaluations due</i></p>
April 10	<p>Social Networking Flickr Project Gallery</p> <p>Digital Literacy Project (Lab time)</p>	<p>Readings Social Networking (WebCT)</p> <p>*No WebCT postings due this week</p>
April 17	<p>Words of Hope, Words of Caution</p> <p>Digital Literacy Project (lab time)</p>	<p>Readings Berghoff (WebCT): Ch. 5 Fletcher (WebCT): Final Thoughts</p> <p>Assignments <i>WebCT postings</i></p>
April 24	iMovie Film Festival	<p>Assignments <i>Digital Literacy Project due</i></p>