

**ELAN 4120: Language and Literacy P-5**  
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**Fall 2008**  
**Mondays 1:25 – 4:05**  
**114/115 Aderhold**

*This syllabus is open to change depending upon the needs of this class. It is a general plan for the course; deviations announced to the class as necessary.*

## **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. 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.

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

A guiding philosophy behind this class is that language constructs how people think, write, speak, and interact with each other. Teachers of writing have the special opportunity to view how children construct themselves, each other, and the world around them in their writing. Most importantly, teachers of writing can work with students to help them to construct themselves, each other, and the world around them in order to promote social justice. Since each classroom is a unique and diverse collection of people constructing their worlds in different ways, we will be studying language and cultural diversity with regards to literacy instruction. This philosophy is in concert with the Department of Language Education's Cultural Diversity Requirement for Elementary and Middle School Language Arts/Children's Literature Undergraduate Programs:

### **I. Cultural Diversity Requirement for Elementary and Middle School Language Arts/Children's Literature: Undergraduate Programs**

The faculty from the Department of Language Education responsible for teaching courses for elementary and middle school majors have devised an action plan to address the Multicultural Education Initiative's mandate for change. Our plan has six components, or strands, which will run through and across all of our courses and will meet the need to educate the future teachers of our state and nation in ways that reflect our country's increasingly diverse population. These strands are:

- I. Examining and understanding our own cultural assumptions and how they affect teaching and learning
- II. Recognizing that language diversity is enriching and not something requiring remediation
- III. Learning to recognize stereotypes and other manifestations of discrimination and prejudice in curriculum materials and school practices
- IV. Identifying and understanding the impact of differential access based on ethnicity, age, class, gender, and ability
- V. Developing cross cultural understanding and practice that embody and reflect that understanding

VI. Promoting the development of curricula and classroom practices that promote social justice for all students

## Course 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. 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, then I would appreciate it if you let me know in advance. Anyone missing more than one class will need to provide ample justification and be ready to perform make-up work for missed days.

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. All assignments will be graded through a rubric provided prior to their due date.

<u>Letter</u>	<u>Points</u>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
F	< 65

I believe you will produce high quality work and scholarship. If the quality of your effort puts you in danger of not earning an A or B, then I will request a meeting with you to discuss how I might help you improve your performance. Likewise, if you have questions or concerns regarding your performance in this class then please request a meeting with me. Concerns regarding the grade given for a specific assignment should be made within 24 hours of your receiving your graded work.

## 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, then 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. The courteousness of a reply to any messages within two work days is expected.

## Late Work

All work is expected at the start of class time on the day it is due, unless otherwise noted in the assignments section.

- Work turned in late will be given a *maximum* of half its point value.
- No work will be accepted three days after the due date.

## Cell Phones

Please turn off cell phones when you enter class. Computers are welcome as long as they are used to further the academic work that we are engaged in.

## Texts

### Required books:

1. Avery, Carol. 2002. ...And with a light touch: Learning about reading, writing, and teaching with first graders, 2nd edition. Heinemann. ISBN 0-325-00066-2
2. Horn, Martha & Giacobbe, Mary Ellen. 2007. Talking, drawing, writing: Lessons for our youngest writers. Stenhouse Publishers. ISBN 1-57110-456-9

### Choice books (during our first meeting you will chose one to read for activities later in the term):

- A. Allen, JoBeth. 2007. Creating welcoming schools: A practical guide to home-school partnerships with diverse families. Teachers College Press. ISBN 0-8077-4789-0
- B. Cowhey, Mary. 2006. Black ants and buddhists: Thinking critically and teaching differently in the primary grades. Stenhouse Publishers. ISBN 1-57110-418-6
- C. Buhrow, Brad & Upczak Garcia, Anne. 2006. Ladybugs, tornadoes, and swirling galaxies: English language learners discover their world through inquiry. Stenhouse Publishers. ISBN 1-57110-400-3
- D. Jones, Stephanie. 2006. Girls, social class, and literacy: What teachers can do to make a difference. Heinemann. ISBN 0-325-00840-X
- E. Van Sluys, Katie. 2005. What if and why?: Literacy invitations for multilingual classrooms. Heinemann. ISBN 0-325-00732-2
- F. Vasquez, Vivian Maria. 2004. Negotiating critical literacies with young children. Lawrence Erlbaum Associates, Inc. Publishers. ISBN 0-8058-4053-2

### Suggested Books:

- Calkins, L. 1994. *The art of teaching writing*. Portsmouth, NH : Heinemann.
- Fletcher, R. & Portalupi, J. 2001. *Writing workshop: The essential guide*. Portsmouth, NH : Heinemann.
- Fletcher, R. & Portalupi, J. 1998. *Craft lessons: Teaching writing K-8*. Portland, ME, Stenhouse Publishers.
- Fletcher, R. & Portalupi, J. 2001. *Non-Fiction craft lessons: Teaching writing K-8*. Portland, ME, Stenhouse Publishers.

- Ray, K. W. 2004. *About the Authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann.

### Daily Routine

This class starts at 1:25 PM and meets for 2½ hours plus a 10 minute break. The following is a general outline of the class routine. We will deviate from this routine when our class work necessitates a change.

Activity	Time (minutes)
Announcements and Reading	20
Readings Activity	30
Writers Workshop & 10 min. Break	70
Choice Book Work or Show and Tell	30
Closing and Reading	10

### 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	Total Points	Due Date
1. WebCT/Wetpaint Postings	15	Weekly, the Sunday prior to class
2. Reading Discussion Facilitator	10	The date which you volunteer
3. Writing Workshop Mini-lessons	15	Sept. 29 & Oct. 20
4. Writer's Notebook & Presentation	20	Sept. 22, Nov. 3 & Dec. 8
5. Field Work Evaluation	20	Dec. 1
6. Choice Book Lit. Circle & Presentation	20	Ongoing & Oct. 27/Nov. 3

### Explanation of Assignments:

#### 1. WebCT/Wetpaint postings (due weekly, the Sunday prior to class)

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/Wetpaint 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.

*I would encourage you to bring your writing about your reading and the physical copy of the readings with you to class on the day of discussion. This will give you resources to tap during the in-class discussion and also help me know that you are making an effort to actively participate in class activities.*

#### 2. Reading Discussion Facilitator (due the date you volunteer)

Your role breaks down into three aspects: **Concept Summarizer**, **Discussion Director** and **Context Enricher**. As the Concept Summarizer you will create a document with the key concepts from the readings (maximum of one page) to give to everyone (*you will need 26 copies*) in a concise manner (like a bulleted listing). As the Discussion Director you will begin the discussion with "big idea" questions and keep the dialogue moving, based on questions from notes (yours and others), as well as contributions of those with other roles. Most importantly, make sure everyone has equal access to the floor. Some possible ways of organizing discussions include writing a response to a question/everyone reads to get the dialogue started; working in small groups that address issues or apply concepts, then coming back to the whole group; charting/connecting key ideas across

readings – draw on the best of your own teaching and learning. As the Context Enricher you will contribute background information related to the readings. You may want to extend our understanding through providing biographical information; taking us to websites; and/or sharing other readings from the authors, or related readings by other authors (e.g., similar work, critiques).

### **3. Writing Workshop Mini-lessons (due September 29 and October 20)**

Following the format in Horn and Giacobbe's *Talking, Drawing, Writing*, develop in detail original mini-lessons using children's literature to help writers develop their craft. These mini-lessons are to be prepared to fit within a writing workshop and should be used in your fieldwork.

For September 29, you will need to bring one lesson that you and your mentoring teacher have agreed that you will teach to your fieldwork class (or a small group) before the end of October.

*\*\*Bring 26 copies of your mini-lesson to class September 29. Each student will have a repertoire of mini-lessons to carry into the field experience.*

For October 20, you will need to provide one copy of a week's worth of mini-lessons that you will teach as a unit during your week-long field experience. These lessons address the needs of the students within your particular field experience classroom and have been developed with the approval of your mentoring teacher so that she/he can support you as you implement them.

### **4. Working Writer's Notebook (September 22, November 3 and December 8)**

You will keep a writer's notebook throughout the course, starting this week. You are to write in this notebook during our in-class writers workshop work time and also at least once per week outside of class. While writing will be a major part of this notebook, feel free to include other representations, for example, images, collage, textural materials.

This notebook will be exactly what it says it is—a working writer's notebook. It is a catch-all for your writers workshop work: a gathering place for your writing ideas, false starts, practices, exercises, freewritings, etc. This notebook is your discovery zone where you hopefully will develop yourself as a writer and teacher of writing. I don't expect neatness. I would love it if your notebook makes you laugh out loud or perhaps even wipe away a tear sometimes. In grading your notebook, I will be looking for:

- thoughtfulness and risk-taking
- connections between what you learn and what you create
- the establishment of yourself as a working writer
- your development and progress as a writer

As a culminating writing activity we will devote our December 8 meeting to a publishing party where I hope you will present your "published" writing.

### **5. Field Experience Evaluation (due December 1)**

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:

1. Two-column chart of your observations. I will provide a template for this note-taking, 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 minilesson/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. Feel free to use this at times other than those designated as language arts times. There are many opportunities for literacy events throughout the students' day.
2. 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. 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, and insightful. Include student work if you can (not included in the 4-5 page length). You will turn in to me both your daily notes and the reflective piece. The reflective piece needs to be edited, proofread and accurate according to conventions.

## **6. Choice Book Lit. Circle & Presentation (Ongoing & October 27-November 3)**

Working in groups of three to five, you will read a choice book that deals with some aspect of literacy and then as a group present your findings to the class. This presentation is wide open; what and how you choose to present should be selected from your reading based on your interests and needs as writers and teachers. Here are some ideas, but feel free to come up with your own:

- Develop a series of mini-lessons inspired by your reading
- Present an overview of what you’ve read. Include key points and how this text might impact your teaching.
- Develop a plan for implementing some aspect of the book during your field experience or in your future classroom.
- Carry out some activities presented in the text in your field experience classroom and report on your implementation and the results
- Do an inventory or interview staff at your field experience school to assess what, if any, of the author’s ideas or suggestions are being carried out in practice.

This presentation can take whatever form you like—lecture, discussion, audience participation, theater – and should last no more than 20 minutes. Again, use your imagination. Choice book reading groups will have five weeks to meet together to discuss their reading and plan their presentation.

## ELAN 4120, Fall 2008 – Course Calendar

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

Date	Focus	Readings/Assignments
<b>August 18</b>	<p>Introductions &amp; House-keeping</p> <p>Genre Exploration: Introduction to <i>I am</i> poems</p> <p>Teachers as Writers: What is Literacy?</p>	<p><b>Readings</b> <i>Jensen, D 2004 Don't Bore the Reader</i></p>
<b>August 25</b>	<p>Writing Workshop: Building a Home in a Writing Classroom</p> <p>Genre Exploration: Memoir</p> <p><i>Choice Book Literature Circle – Book-selection and group-making</i></p>	<p><b>Readings</b> Horn &amp; Giacobbe: Chs. Appendix C Avery: Chs. 1, 2, 3 &amp; 4, pp. 373-385 <i>Moll, et.al. 1992</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (8/24)</i></p>
<b>September 1</b>	<b>Labor Day</b>	
<b>September 8</b>	<p>Mini-lessons Day 1: Writing is about <i>Storytelling</i></p> <p>Genre Exploration: Storytelling</p> <p>The Practicalities of Writing Workshop: Space &amp; Routines</p>	<p><b>Readings</b> Horn &amp; Giacobbe: Chs. Intro, 1 &amp; Appendix A Avery: Chs. 10 &amp; 11, Appendix G <i>Delpit, L. 1995</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (9/7)</i></p>
<b>September 15</b>	<p>Mini-lessons Day 2: Drawing and writing</p> <p>Genre Exploration: Drawing</p> <p>The Practicalities of Writing Workshop: Space &amp; Routines</p>	<p><b>Readings</b> Horn &amp; Giacobbe: Chs. 2, 3, 4 &amp; Appendix B <i>Fu &amp; Shelton 2007</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (9/14)</i></p>

<p><b>September 22</b></p>	<p>Mini-lessons Day 3: Using literature to help students develop the craft of writing</p> <p>Genre Exploration: Literature-inspired writing</p>	<p><b>Readings</b> Horn &amp; Giacobbe: Ch. 5 &amp; 7 Avery: Chs. 5 &amp; 6, Appendix F <i>Ladson-Billings, 2003, Chapter 7</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (9/21)</i> 4. <i>Writer's Notebook</i></p>
<p><b>September 29</b></p>	<p>Introduction to Conferencing: Peer and Student/Teacher Conversations</p> <p>Genre Exploration: Informational writing</p> <p><i>Mini-lesson Potluck #1</i></p>	<p><b>Readings</b> Avery: Ch. 7, Appendices A &amp; B &amp; pp 395-6 <i>Calkins, L. 1986/1994, Chapter 14</i> <i>Ray, K W 1999</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (9/28)</i> 3. <i>Mini-lesson</i></p>
<p><b>October 6</b></p>	<p>Sharing: Making a place where all voices are valued</p> <p>Genre Exploration: Informational writing</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p><b>Readings</b> Avery: Chs. 8 Choice Book: Chs. _____</p> <p><b>Assignments</b> 1. <i>Wetpaint postings (10/5)</i></p>
<p><b>October 13</b></p>	<p>Polishing &amp; Publishing: We write with a purpose</p> <p>Genre Exploration: Poetry</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p><b>Readings</b> Avery: Chs. 9 Choice Book: Chs. _____</p> <p><b>Assignments</b> 1. <i>Wetpaint postings (10/12)</i></p>
<p><b>October 20</b></p>	<p>Writing the Rest of the Day: Some of the most powerful writing happens outside of writers workshop</p> <p>Genre Exploration: Other Literacies</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p><b>Readings</b> Avery: Ch. 18 Choice Book: Chs. _____</p> <p><b>Assignments</b> 1. <i>Wetpaint postings (10/19)</i> 3. <i>Mini-lessons for Field Experience</i></p>

<p><b>October 27</b></p>	<p>Moving Writers Forward: Lessons that go beyond the routine</p> <p>Genre Exploration: Other Literacies</p> <p><i>Choice Book Meeting – Presentation Work Group</i></p>	<p><b>Readings</b> Horn &amp; Jacobbe: Ch. 8 &amp; 9 Avery: Chs. 16, Appendix F &amp; pp. 387-392 <i>Wies Long, T. 2008</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (10/27)</i></p>
<p><b>November 3</b></p>	<p>Assessment: Where are they at, and what do you put on the report card?</p> <p>Genre Exploration: Poetry</p> <p><i>Choice Book Meeting – Presentation Work Group</i></p>	<p><b>Readings</b> Horn &amp; Jacobbe: Chs. 6 &amp; Appendices C &amp; D Avery: Chs. 19 &amp; 20 <i>Allen, J. 2000, Chapter 12</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (11/3)</i> 4. <i>Writer's Notebook</i></p>
<p><b>November 10</b></p>	<p><b>Field Experience Week</b></p>	
<p><b>November 17</b></p>	<p>Social Justice in the Classroom</p> <p>Genre Exploration: Persuasive Writing</p> <p><i>Choice Book Presentations, Part 1</i></p>	<p><b>Readings</b> <i>Berliner, D. 2005</i> <i>Gorsky, P. 2005</i> <i>Kozol, J. 2005</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (11/16)</i> 6. <i>Choice Book Presentation</i></p>
<p><b>November 24</b></p>	<p><b>Thanksgiving Break</b></p>	
<p><b>December 1</b></p>	<p>Social Justice in the Classroom</p> <p>Genre Exploration: Choice writing</p> <p><i>Choice Book Presentations, Part 2</i></p>	<p><b>Readings</b> <i>Cowhey, M. 2006, Introduction</i> <i>Jones, S. 2006, Chapter 11</i> <i>Vasquez, V. 2004 Chapter 6</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (11/30)</i> 5. <i>Field Work Evaluation</i> 6. <i>Choice Book Presentation</i></p>
<p><b>December 8</b></p>	<p><i>Publishing Party</i></p>	<p><b>Readings</b> <i>Jenson, D. 2004</i></p> <p><b>Assignments</b> 1. <i>Wetpaint postings (12/7)</i></p>