

ELAN 4120: Language and Literacy P-5

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Thursdays 8:00 – 11:45

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This syllabus is a general plan for the course and open to change. Deviations may occur due to instructor and/or student needs, and will be 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 your letting me know in advance. Anyone missing class will need to provide ample justification and be ready to perform make-up work for missed days, or will face a lowering of their final grade. Please also know that tardiness is discouraged and excessive tardiness will be treated as an absence.

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 class activity description, 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	96-100
A-	91-95
B+	87-90
B	84-86
B-	79-83
C+	77-80
C	74-76
C-	71-73
D	60-70
F	< 60

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 no earlier than 24 hours and no later than 7 days after 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.

Assignment Expectations

Format: All written assignments should be done in 12 pt. Times New Roman font, double-spaced, with one inch margins on all sides, unless you need to alter size, format and font for creative purposes, as often occurs with genres like poetry and digital literacies.

Assignments of more than one page need a title page that includes the title of the assignment, your name, the class name (ELAN 4120) and the date, and every page after the title page should include a page number and your last name in the page header. Assignments should be printed in black ink on the normal print setting of your printer’s properties and should be secured with one staple in the upper left hand corner of the paper. All papers should be revised, proofread, and edited before they are turned in.

Alterations to these formatting expectations must be approved through written (email) communication before the assignment due date.

Failure to follow the above formatting expectations, along with spelling and grammatical errors that inhibit the reading and comprehension of an assignment will cause a lowering of the assignment grade.

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 and cell phones with internet capabilities are welcome as long as they are used to further the academic work that we are engaged in. While I don’t anticipate any problems with this request, please know that I am extremely sensitive to computer and phone use during your peers’ contributions to the classroom.

Texts

Required books:

1. Fletcher, R. & Portalupi, J. 2001. *Writing workshop: The essential guide*. Portsmouth, NH : Heinemann. ISBN 0325003629
2. Ray, K. W. 2004. *About the Authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann. ISBN 0325005117

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. Compton-Lilly, C. 2007. *Confronting Racism, Poverty, & Power*. Heinemann. ISBN 0325006075
- C. Cowhey, Mary. 2006. *Black ants and buddhists: Thinking critically and teaching differently in the primary grades*. Stenhouse Publishers. ISBN 1-57110-418-6

- D. Bigelow, B., Harvey, B., Karp, S. & Miller, L. 2001. *Rethinking our classrooms, Volume 2. Rethinking Schools*. ISBN 0-942961-27-7
- E. 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
- F. Fletcher, R. 2008. *Boy writers: Reclaiming their voices*. Stenhouse Publishers. ISBN 1571104259
- G. Jones, Stephanie. 2006. *Girls, social class, and literacy: What teachers can do to make a difference*. Heinemann. ISBN 0-325-00840-X
- H. Van Sluys, Katie. 2005. *What if and why?: Literacy invitations for multilingual classrooms*. Heinemann. ISBN 0-325-00732-2
- I. Vasquez, Vivian Maria. 2004. *Negotiating critical literacies with young children*. Lawrence Erlbaum Associates, Inc. Publishers. ISBN 0-8058-4053-2

Suggested Books

- 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
- Calkins, L. 1994. *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Dorfman, Lynne R. & Cappelli, Rose. 2007. *Mentor Texts: Teaching Writing Through Children's Literature, K-6*. Portland, ME: Stenhouse Publishers. ISBN 978-157110-433-5
- 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.
- Horn, Martha & Giacobbe, Mary Ellen. 2007. *Talking, drawing, writing: Lessons for our youngest writers*. Stenhouse Publishers. ISBN 1-57110-456-9

Daily Routine

This class starts at 8:00 AM, meets for 3 ¾ hours and ends at 11:45 AM. 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 Burning Issues	20
Technical Readings Activity	45
Break	15
Writers Workshop	60
Break	15
Critical Readings Activity	45
Closing and Reading	25

Assignments

Please review the section above titled Assignment Expectations for format and late work information.

Assignment	Total Points	Due Date
1. Readings Postings	20	Weekly, Tuesdays prior to class at 11 PM
2. Thought Papers	15	Contracted once in the semester
3. Writing Workshop Mini-lessons	15	February 26
4. Writer's Notebook & Presentation	20	February 5, March 5, April 23 (presentation day)
5. Field Work Evaluation	20	February 12 (note check), April 9
6. Choice Book Lit. Circle	10	April 9 or 23

Explanation of Assignments:

1. ELAN412009.ning.com Readings postings (due weekly, at 11 PM, the Tuesday 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 postings will allow you to focus some of your more crucial thoughts about the class readings. With each post, you should note an important quote/idea/concept about the class readings. Limit your response to one reading and a couple paragraphs so that others will be encouraged to read all that you have to say. *I would encourage you to a 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. Thought Paper (for your chosen week, email a copy to me by 11 PM the Tuesday prior to class)

On the first day of class you will select a week to respond publicly to the assigned readings. The thought paper will be about 2 pages in length and will critically engage one or two issues within the reading(s). This is not a summary of what was read, but an attempt to go beyond the text; asking questions, making connections or disconnections, exploring practical applications, or critiquing the perspectives privileged within the reading are all possibilities. This paper should be duplicated with the intent the every student in the classroom will receive a copy at the beginning of class to invigorate our discussion.

3. Writing Workshop Mini-lessons (due February 26)

Following a format provided in class, develop detailed and 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. I would suggest that you start working on the lessons by learning about what topics/units will be covered during your time in the field by contacting your field experience teacher a few weeks in advance of the deadline so that your minilessons will be an appropriate fit in the classroom.

For February 26, you will need to provide one copy of a week's worth of mini-lessons that you will teach as a unit during your 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 (turn in for grade February 5, March 5, & present one piece April 23)

You will keep a writer's notebook throughout the course, starting the first week of class. You are to write in this notebook during our in-class writers workshop work time and also at least twice per week outside of class. Please date each entry. Most successful writers claim to write as part of a routine, and as teachers asking our students to write on a regular basis, we need to be held accountable to the same expectations. My hope is that you will develop as a writer – I wouldn't mind assigning your future book to a future class – and also gain insight into the complexity of what it means for our students to be writers.

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. While writing will be a major part of this notebook, feel free to include other representations, for example, images, collage, textural materials. 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 write
- your development and progress as a writer

As a culminating writing activity we will devote our April 23 meeting to a publishing party where I hope you will present your "published" writing.

5. Field Experience Evaluation (note-taking exercise due February 12, final project due April 9)

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:

- a. Daily notes about literacy events/artifacts you observe in the field experience classroom. They can be in a simple, two-column chart (I will provide an example before your field experience). 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 are or your mentor teacher is 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. This part will be turned in but will not be graded. It is a tool to generate "data" for the second part of this assignment. These are due for a spot check on February 12, so that I can provide feedback before you note-take during your full-time field experience.
- b. 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 in our class? How well do you think your peers felt you communicated?

This reflective evaluation should be about 4-5 pages in length 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 (bring book February 12, 19, 26, March 5, then present April 9 or 23)

Working in groups of three or four, you will read a 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 about 15 minutes. Again, use your imagination. Choice book reading groups will have four 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
January 8 Week 1	Introductions & House-keeping: <ul style="list-style-type: none"> • Syllabus • Online classroom • Supplementary readings • Choice books Genre Exploration: Introduction to <i>I am</i> poems Teachers as Writers: What is Literacy?	Readings <i>Jensen, D. 2004 Don't Bore...</i>
January 15 Week 2	The Practicalities of Writing Workshop: Space & Routines Genre Exploration: Poetry Segregated Schooling	Readings Fletcher & Portalupi: Chs. 1-2 Ray: Chs. 1-2 <i>Kozol, J. 2005 Still Separate...</i> Assignments 1. Reading postings (1/13) 2. Thought Paper
January 22 Week 3	Writing is about Storytelling Genre Exploration: Memoir Poverty, part 1	Readings Fletcher & Portalupi: Chs. 3-4 Ray: Ch. 3, 5 <i>Berliner, D. 2005, to p. 27</i> Assignments 1. Reading postings (1/20) 2. Thought Paper

<p>January 29 Week 4</p>	<p>Conferring and the writing cycle: Another place for teaching</p> <p>Genre Exploration: Memoir</p> <p>Poverty, part 2</p>	<p>Readings Fletcher & Portalupi: Chs. 5-6 Ray: Chs. 4,8 <i>Berliner, D. 2005, to end</i></p> <p>Assignments 1. Reading postings (1/27) 2. Thought Paper</p>
<p>February 5 Week 5</p>	<p>Organizing the learning in the writing Workshop: literature and units of study</p> <p>Genre Exploration: Memoir</p> <p>Poverty, part 3</p>	<p>Readings Fletcher & Portalupi: Ch. 7 Ray: Ch. 6 <i>Jones, S. 2008, Grass houses</i></p> <p>Assignments 1. Reading postings (2/3) 2. Thought Paper 4. Writer's Notebook 6. Choice book check</p>
<p>February 12 Week 6</p>	<p>Midterm class survey</p> <p>Mechanics and grammar authentically</p> <p>Genre Exploration: Drawing</p> <p>Racism and language, part 1</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p>Readings Fletcher & Portalupi: Ch. 8 Choice Book: Chs. _____ <i>Tatum, 2008</i></p> <p>Assignments 1. Reading postings (2/10) 2. Thought Paper 5. Field Work Evaluation Note Check</p>
<p>February 19 Week 7</p>	<p>Assessment</p> <p>Genre Exploration: Informational</p> <p>Racism and language, part 2</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p>Readings Fletcher & Portalupi: Chs. 9 Ray: Ch. 7 Choice Book: Chs. _____ <i>Delpit, L. 1995</i></p> <p>Assignments 1. Reading postings (2/17) 2. Thought Paper</p>
<p>February 26 Week 8</p>	<p>Writing the Rest of the Day: Some of the most powerful writing happens outside of writers workshop</p> <p>Genre Exploration: Persuasive</p> <p>Educators as allies</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p>Readings Choice Book: Chs. _____ <i>Tatum, 1997</i></p> <p>Assignments 1. Reading postings (2/24) 2. Thought Paper 3. Workshop Minilessons</p>

<p>March 5 Week 9</p>	<p>Polishing & Publishing: We write with a purpose</p> <p>Genre Exploration: Other Literacies</p> <p>Funds of Knowledge</p> <p><i>Choice Book Literature Circle – Content discussion</i></p>	<p>Readings Choice Book: Chs. _____ <i>Moll, et al. 1992</i></p> <p>Assignments 1. Reading postings (3/3) 2. Thought Paper 4. Writer's Notebook</p>
<p>March 9-13</p>	<p>Spring Break</p>	
<p>March 16- April 3</p>	<p>Field Experience No Class</p>	<p>Assignments 1. Literacy Notes</p>
<p>April 9 Week 10</p>	<p>Social Justice Applied</p> <p>Genre Exploration: Other Literacies</p> <p><i>Choice Book Presentations, part 1</i></p>	<p>Readings <i>Cowhey, M. 2006, Ch. 6</i> <i>Vasquez, V. 2004, Ch. 6</i> <i>Ladson-Billings, G. 2003, Ch. 7</i></p> <p>Assignments 1. Reading postings (3/7) 2. Thought Paper 5. Field Experience Evaluation</p>
<p>April 13-17</p>	<p>Field Experience No Class</p>	
<p>April 23 Week 11</p>	<p><i>Choice Book Presentations, part 2</i></p> <p>Workshopping is Differentiating</p> <p>Sharing of Personal Writing</p>	<p>Readings <i>Jenson, D. 2004 How Not to Teach</i> <i>Fu & Shelton 2007</i></p> <p>Assignments 1. Reading postings (4/21) 2. Thought Paper 6. Choice Book Presentation</p>
<p>April 30</p>	<p>Monday Schedule No ELAN 4120 Class</p>	