

**ELAN 4120: Writing Pedagogy**  
**Instructor: Susan Nordstrom**  
**Email: WebCT email or [susan.nordstrom@gmail.com](mailto:susan.nordstrom@gmail.com)**  
**Phone: 706 202 9706 (emergencies only please)**  
**Office: 301 N Aderhold**  
**Office Hours: By Appointment Only**

**Fall 2008**  
**Th 1:00-4:45**  
**Aderhold 114**

### **Purpose and Goals**

The guiding philosophy behind this class is that best practices require teachers of writing to *write*. They should see themselves as writers and recognize the varieties of ways in which writers practice their craft. By doing this, pre-service teachers will gain an understanding of their own writing processes and increase their effectiveness as writing teachers. To do this work, we will be participating in a workshop environment where you will be doing the majority of thinking.

The goals of this class are:

1. to guide and encourage you in your own growth as a writer
2. to introduce you to the Writing Workshop approach to writing instruction
3. to help you prepare for your fieldwork
4. to introduce definitions of literacy beyond reading and writing
5. to help you become a teacher researcher.

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.

A guiding philosophy behind this class is that language constructs how we 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. 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.

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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

### **Professionalism**

#### **Absences, Tardy, and Late Work**

An important component of developing as a professional is being responsible for yourself and others. Therefore, I will treat you as professionals in regards to absences and tardies. The following policies reflect those found in schools.

- Your fellow colleagues, your students and your administration are depending on you to be there. Therefore, if you are going to be absent, you will need to inform me via phone or email prior to the beginning of class if at all possible. Similar to sub plans, you will need to make up the class work and discussion activities for your absence. Class work and discussion activities will be due the next week of class. If you choose not contact me prior to class, your grade will be lowered by one letter grade.
- We will begin promptly at 1:00. If you know you will be tardy, please call me so I know not to worry about you. I realize that this may not be possible; however, I do expect to be notified about the reason of the tardy. Tardies will result in a 2 point deduction from your grade.
- Late work will not be accepted. Late work will result in a zero.

#### **Email**

You will need to have a working email account for this class. Email is a professional responsibility, therefore, it is expected that you respond to any emails that I send you within 2 days of the send date. Likewise, I will check my email daily for any messages from you and respond to your email within 2 days. Please read emails carefully! You will be responsible for information in emails.

#### **Cell Phones and pagers**

Please turn them to silent when you enter class and place them in a place where you will not be distracted by them.

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### 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.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

### Participation and Oral Literacy

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. There will be very little lecture in this class; therefore, it is vital that you come to class having read and reflected upon the assigned material. Active participation includes:

- providing evidence that you have read the assigned readings and done any out-of-class activities
- responding thoughtfully and reflectively to the readings
- participating in oral/written/dramatic activities
- demonstrating evidence that you are listening to the ideas and contributions of others
- volunteering to talk in discussions
- working cooperatively in small groups
- raising your own questions as an individual
- **being an open, inquisitive, and dynamic learner**

In short, you are expected to *attend* to the material and to our class discussions. If you use your class time for other than our mutual work—homework for other classes, text messaging, surfing the web, checking your email, reading *The Red & Black*, etc.—I will consider you not in attendance and count you as tardy. **Because this class is a workshop format, your participation and attendance is crucial for your success in the class.**

As is 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.

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## Grading

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 64 and below

You start off with an A (100%) in my class. I also expect high quality work and inquiry. If you do not have an A or B I will request a meeting with you to discuss your grade. If you need to discuss a grade or your performance in the class, please email me to schedule a meeting. If you need to discuss a grade for an individual assignment with me, please email me within 24 hours upon receipt of the grade to schedule a meeting.

## Texts

### Required Texts:

- Wood Ray, Katie; Laminack, Lester L. (2001). *The writing workshop: Working through the hard parts (And they're all hard parts)*. Champaign, IL: National Council of Teachers of English: ISBN:0814113176
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH : Heinemann. ISBN: 0325003629
- Fletcher, R. & Portalupi, J. (2007). *Craft lessons 2nd Edition*. Portland, ME: Stenhouse Publications. ISBN: 978-157110-706-0
- Freeman, Y.S.; Freeman, D.E.; Ramirez, R. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting all students across content areas*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-01313-8
- Course Readings Available in OIT and WebCT

### OIT/WebCT Readings

*These readings can be located either in OIT or WebCT. In OIT there are two filing cabinets. Look under Nordstrom and find the folder. Please return each page of the reading after you copy them. In WebCT the readings are located under "Course Content."*

1. Samway, Katherine Davies. (2006). A brief history of writing research. In *When English language learners write*. (pp. 1-20). Portsmouth, NH: Heinemann.
2. Michael, M.G. & Trezak, B.J. (2006). Universal design and multiple literacies: Creating access and ownership for students with disabilities. *Theory into practice* 45(4), 311-318.
3. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice* 34(3), 159-165.
4. Harper, L. (1997). The writer's toolbox: Five tools for active revision instruction. *Language Arts* 74(3), 193-204.

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5. Calkins, L. (1994). Conferring: Writing becomes a tool for thought. In *The art of teaching writing*. (pp. 221-229). Portsmouth, NH: Heinemann.
6. Calkins, L. (1994). Learning to confer. In *The art of teaching writing*. (pp. 231-247). Portsmouth, NH: Heinemann.
7. Calkins, L. (1994). Selection from Editing. In *The art of teaching writing*. (pp. 302-306). Portsmouth, NH: Heinemann.
8. Samway, Katherine Davies. (2006). Sketches of English language learners becoming writers. In *When English language learners write*. (pp. 61-78). Portsmouth, NH: Heinemann.
9. Lassonde, C.A. (2006). Listening for students' voices through positional writing practices. *Language Arts* 83(5), 404-412.
10. Laminack, L. & Ray, K.W. (1996). Spelling – What's all the fuss? in *Spelling in use: Looking closely at spelling in whole language classrooms*. Champaign, IL: NCTE Press.
11. Ivernizzi, M.A.; Abouzeid, M.P.; Bloodgood, J.W. (1997). Integrated word study: Spelling, grammar, and meaning in the language arts classroom. *Language Arts* 74(3), 185-192.
12. Delpit, L. (1991). A conversation with Lisa Delpit. *Language Arts* 68(7), 541-545.
13. McLaren, P. (2005). Critical pedagogy and the social construction of knowledge. In E.R. Grown & K.J. Saltman, (Eds). *The critical middle school reader*. (pp. 296-309). New York: Routledge.
14. Hunter, M. (2006). A letter from a first-year teacher to her students. *Language arts* 83(5), 450.
15. Romano, T. (2000). Identity, race, and classical literature. In *Blending genre, altering style: Writing multi-genre papers* (pp. 140-148). Portsmouth, NH: Heinemann.

#### **Suggested Texts:**

- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH : Heinemann. ISBN: 0-435-08734-7
- Fletcher, R. & Portalupi, J. (2001). *Non-Fiction craft lessons: Teaching writing K-8*. Portland, ME, Stenhouse Publishers. ISBN: 1571103295
- Killgallon, Don & Killgallon, Jenny. (2008). *Story grammar for elementary school: A sentence composing approach: A student worktext*. Portsmouth, NH: Heinemann. ISBN 978-0-325-01246-9 /
- Marten, Cindy. (2003). *Word crafting: Teaching spelling grades K-6*. Portsmouth, NH: Heinemann. ISBN 978-0-325-00322-1
- Vopat, J. (2007). *Micro Lessons in Writing*. Portsmouth, NH: Heinemann. ISBN-13: 978-0-325-01077-9; ISBN – 10: 0-325-01077-3

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### Class Structure

*The numbers following each activity refer to the goals of the class. The first parentheses refer to the goals of the course and the second set of parentheses refer to the Cultural Diversity Requirement set forth by the Department of Language Education.*

Announcements
Setting the Tone (1, 4)
Reading Refresher (2)
Discussion Activities (2, 3, 4), (I, II, III, IV, V, VI)
Blogs from the Field (2, 3, 4, 5), (II, III, IV, V, VI)
Teacher Research Team Meeting (2,3,4,5), (I, II, III, IV, V, VI)
Break
Writing Workshop – Literacy Connection, Mini-Lesson, Writing Time, Individual Conferencing, Writing Group Sharing, and Reflection (1, 4)
Reflection Time - What did you learn? What did you want to hear more about?

### Overview of Required Projects and Due Dates

*The numbers following each activity refer to the goals of the class.*

Project Name	Possible Points	Due Date
Teacher Research Journal (1, 2, 3, 4, 5), (I, II, III, IV, V, VI)	10 points each time	Staggered Dates (please see assignment overview below and course calendar below) and December 4, 2008
Field Experience (2,3,5), (I, II, III, IV, V, VI)	30 points	November 13, 2008
Your Writerly Story (1, 4)	20 points	October 2, 2008
Working Toward Democracy Project (WTDP) (5), (I, II, III, IV, V, VI)	40 points	Staggered Dates (please see assignment overview below and course calendar below) and December 4, 2008
Your Writer's Workshop (1, 2, 3, 4, 5), (I, II, III, IV, V, VI)	40 points	December 16, 2008

A note on required projects

As developing teaching professionals, it is important that you learn to present written material in a professional manner. I expect that your work in this class meet the following requirements aimed to develop your teaching professionalism:

- Please turn in all work typed in 12 point Times New Roman font.
- Please make sure to carefully edit and revise each piece of work.
- Please double-space all work.
- All work will be turned in via WebCT assignments page. If you are an “X” user, please make sure to save it so computers without “X” can read the document.
- Please cite materials in APA (see WebCT for information).
- **Please submit all documents to WebCT Assignments section**

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### Required Projects

- **Teacher Research Journal** (*I, 2, 3, 4, 5*), (*I, II, III, IV, V, VI*): The Teacher Research Journal (TRJ) is a space for you to organize key ideas in the readings, your thoughts about the readings, teaching, etc. Based on the idea of a writer’s notebook used in a writing workshop, the primary goal of the TRJ is for you to note ideas that you would like to use in your future field experiences, final project for this course, and ideas for your future classroom. In other words, this is a tool for you to organize, manage, and respond to the readings and class discussions. This is a space for you to write (journal, informal notes, drawings, etc) through what you are learning in the class. You may organize it in any way that makes sense to you. This is your tool, so develop in such a way that it will help you succeed in your field experience, final paper, and future classroom. The only requirement that each reading appears at least one time and is clearly marked so that I can grade it. This is the only project that can be hand-written. The TRJs will be informally checked throughout the semester with three formal checks at the midterm and the last class.
  - **A special note on due dates for the TRJ** – The first due date will be a “staggered due date.” Each Teacher Research Team (TRT) will turn in their TRJs on different dates. For example, Group 1 will turn in their TRJs on September 11; Group 2 will turn in their TRJs on September 18; Group 3 will turn in their TRJs on September 25; and Group 4 will turn in their TRJs on October 2. On the first day of class your TRT will sign up for a date.

#### **TRJ Rubric, Due September 11, 18, 25, or October 2 and December 4**

	Meets Expectations	Needs Development
Addressing Assigned Readings (x 2)	Every reading assigned is cited at least one time in the TRJ in APA (Calkins, 1994, p 120).	Readings are not cited in APA (Calkins, 1994, p 120).
Organization (x 2)	TRJ is organized. For example, assigned chapters are easily noticed by a reader via headings, color-coding, etc.	TRJ is not organized
Turn-in (x 1)	TRJ is ready for weekly informal checks	TRJ is not ready for weekly informal checks

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- **Working Toward Democracy Project (1, 3, 4), (I, II, III, IV, V, VI):** In today's diverse world and classrooms we are constantly encountering friends, colleagues, and students with backgrounds and experiences different from our own. Such encounters provide us with an opportunity to learn about other backgrounds as well as our background. Each encounter is a unique conglomeration of context and people. Jacques Derrida, a French philosopher, writes about the democracy to come. This concept operates on the idea that we are always working towards social justice and that we must take responsibility for our actions and words with people who have different perspectives, cultural communities, and life experiences from us. In other words, there is always work to be done in terms of social justice. The democracy to come will serve as a guiding concept for this project. The Working Toward Democracy Project (WTDP) will be an individualized six part project consisting of five projects that will help you to write the sixth component, a creative non-fiction multi-genre writing piece that examines our individual backgrounds with another person or group's backgrounds. Because this assignment is individualized, you will be writing your own rubric to assess your learning.
  - **WTDP First component (WTDP 1) – Initial Exploration:** Write an initial exploration (no more than 3-5 double-spaced pages) that situates your thinking about diversity at the moment. This is a space to be honest about your thinking. In other words, do not write what you think I want to read. For example, if there is an issue you have a hard time understanding in either your personal or professional life, then write about it. Questions to consider: Where are you in terms of your thinking now, where would you like to go, and what do you need to do next? In this paper you will need to make a decision on what the focus of your project will be. *Due August 28, 2008, 4 points*
  - **WTDP Second component (WTDP 2) – Word Study:** Research a negative stereotype or word about your other. Learn about the history of the stereotype or word. Examine the multiple meanings of the stereotype or word. Learn about who gets to use the word, who does not, and why. This component can take the form of notes. *Due September 11, 2008, 4 points*
  - **WTDP Third Component (WTDP – 3) – Portrayal in the Media:** Find two or more newspaper, magazine, internet articles; television programs; or internet videos from different perspectives about the group you are learning about that pertains to education. Provide me with your notes and the dates and sources of the media you used. *Due September 25, 2008, 4 points*
  - **WTDP Fourth Component (WTDP – 4) – Children's Book:** Read a picture book or young adult novel about the other person or group's background. Provide me with your notes, a brief synopsis of the book, the title, author, and date of publication of the book. *Due October 23, 2008, 4 points*
  - **WTDP Fifth Component (WTDP – 5) – Out in the World:** This is a time for you to reflect on your everyday actions so far. This may take the form of writing about an event or a general description of how your actions in your life have modified since you began this project. Have you become more aware? Why or why not? Remember, write honestly. Provide me with some reflective notes. *Due November 13, 2008, 4 points*

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- **WTDP Sixth Component (WTDP – 6) – What did you learn and where do you go from here?** Write a 5-7 double-spaced paper using three different genres of writing. You will need to specifically address the above components in your paper. Using footnotes, you will also need to support your learning with citational authority from your research and course readings. Please remember to use APA. *Due December 4, 2008, 20 points*

**Due December 4, 2008 for 40 points**

- **Your Writerly Story (1, 4):** Ray and Laminack (2001) write, “...we need to find our focus, our goals for teaching writing, in thinking about our students as people who write. Our writing workshops are going to be ‘doing’ places where identities will develop from that ‘doing’ over time, so we need to think about the *kinds of writers* we want our students to become over time” (p. 32). To do this work, it is helpful to explore our identities as writers. How do you define the category writer? What is your writing process? What inspires you to write? What does not inspire you to write? Who are you as a writer? We will be exploring these questions and more in a multi-genre writing piece. We will be working on this project during the first part of the semester during Writing Workshop time.

**Rubric, Due October 2, 2008 20 points**

	Exceeds Expectations	Meets Expectations	Needs Development
Genres (x 2)	Uses four or more genres including a genre outside of writing (drawing, dance, music, etc.)	Uses 3 written genres	Uses 1 or 2 genres
Proofread (x 2)	Meticulously proofread, edited and revised – i.e. very few mistakes	Proofread, edited and revised; some glaring errors	Not easily identified as being proofread, there are many glaring errors
Content (x 2)	Author carefully crafts her or his story with thoughtful reflection that demonstrates a great deal of thinking around her or his story as a writer.	Author crafts her or his story with thoughtful reflection.	Author crafts her or his story with little to no thoughtful reflection.
Self-evaluation	2 points –Using course materials, readings, discussion notes, etc., provide an overall evaluation about writing this piece.	1 point - Examines what worked and did not work with the writing piece, goals for the next piece,	No points – no self-evaluation turned in

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- **Field Experience (2, 3, 5), (I, II, III, IV, V, VI):** During your field experience you will have the opportunity to teach an eight session writer's workshop with a small group of three-five students. First you will provide me with a paragraph about each child and their strengths and weaknesses in regards to writing. Then, you will plan an eight session writer's workshop using Universal Design for the students based on their strengths and weaknesses. Use the Fletcher and Portalupi book, *Craft Lessons*, to help you design lessons to meet your students' needs. You may select any genre of writing for your workshop. After the field experience, write a four-five page paper about your experience using course readings and online chats to explain your experiences. Also include what you learned about how students are constructing themselves, those around them, and the world around them. In other words, a list of what you did will not suffice. You will need to analyze your experience and what you did as a teacher that made certain things possible. Please include your lesson plans, copies of student writing and other artifacts that you feel enhance your project. Prior to going out in the field, we will write a rubric for this together.
  - Field Experience Communication Opportunities
    - Please feel free to email or call me about your experiences and/or questions in the field.
    - You will have the opportunity to chat with me and other teachers working in your grade level during your field experience. The chats will last no longer than 30 minutes. We will chat using the WebCT chat function.
      - K-1 – Thursday October 9, 2008 at 7:30 pm
      - 2-3 – Thursday October 16, 2008 at 7:30 pm
      - 4-5 – Wednesday October 29, 2008 at 7:30 pm

**Due November 13, 2008. 30 points**

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- **Your Writer's Workshop** (I, 2, 3, 4, 5), (I, II, III, IV, V, VI): On December 16, 2008, you will turn in a project explaining what your writer's workshop will look like in your future classroom. Not only do you need to provide the reader with what you will do, you will also need to explain how you will do what you will do and why you are doing it. You may choose to do this project individually or in your Teacher Research Team. However you choose to construct it, your final project should involve an amount of work equivalent to writing a traditional 10-12 page research paper. This paper, website, PowerPoint, artwork, etc., will need to have a bibliography and citations throughout it. If you do not do a traditionally written text (e.g. paper or PowerPoint) you will need to write a brief 3-5 page explanation of your project with the bibliography and citations. You will have time during class to complete this assignment (TRT time). You will turn in a rubric with a self evaluation for your work.

**The following items will need to be addressed with citational authority:**

- **Your cultural background and your background as a writer,**
- **classroom management (space and students),**
- **the format of your writer's workshop,**
- **how Universal Design will be used,**
- **how will students with special needs, ELL learners, gifted learners, gender and racial differences be included in your workshop,**
- **how standards will be addressed,**
- **how you will assess writing, and**
- **how you will conference with students.**
- **You will also need to write a rubric and self-evaluation for your project.**

**Due on December 16, 2008 40 points**

- **Final Evaluation of Course and Self.** Near the end of the semester, you will have the opportunity to complete an online evaluation for the class. You will receive **5 bonus points** for this.

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### Course Schedule

*Please note on this schedule and your calendar the days that you have signed up for writing conferences with me. You will have one in-person conference and one online conference with me to discuss your writing and any questions and/or concerns about the class with me.*

<b>Date</b>	<b>Topic</b>	<b>Projects Due</b>
August 21, 2008	<i>Introduction</i>	
August 28, 2008	<i>Articulating Writing</i> Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi 1 and 6</li> <li>• Freeman, Freeman, and Ramírez Chapter 1</li> <li>• Ray and Laminack Chapters 1-4</li> <li>• Davies Samway 1 (OIT/WebCT 1)</li> </ul>	<ul style="list-style-type: none"> <li>• TRJ (informal)</li> <li>• WTDP 1</li> </ul>
September 4, 2008	<i>Constructing Spaces for Writing Possibilities: Time and Space</i> Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi Chapter 2</li> <li>• Freeman, Freeman, and Ramírez Chapter 6</li> <li>• Ray and Laminack Chapters 5, 6, 7, 8</li> <li>• Michael and Trezak (OIT/WebCT 2)</li> </ul>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 3, 4)</li> </ul>
September 11, 2008	<i>Constructing Spaces for Writing Possibilities: Curriculum, A Course of Action</i> Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi Chapters 3 and 8</li> <li>• Freeman, Freeman, and Ramírez Chapter 2</li> <li>• Ray and Laminack Chapters 9,10, 11, 12</li> <li>• Ladson-Billings (OIT/WebCT 3)</li> </ul>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 2, 3, 4 and formal group 1)</li> <li>• WTDP 2</li> </ul>
September 18, 2008	<i>Assessment-Feedforward not Feedback</i> Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi Chapters 9</li> <li>• Freeman, Freeman, and Ramírez Chapters 4 and 5</li> <li>• Ray and Laminack Chapters 16, 17, 18</li> </ul>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1,3, 4 and formal group 2)</li> </ul>
September 25, 2008	<i>Literature and Focus Lessons</i> Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi 6</li> <li>• Craft Lessons pages 1-13</li> <li>• Ray and Laminack 13</li> <li>• Harper (OIT /WebCT 4)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 4 and formal group 3)</li> <li>• WTDP 3</li> </ul>

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October 2, 2008	<i>Writing Workshop – Conferencing</i>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 3 and formal groups 4)</li> <li>• Your Writerly Story</li> </ul>
	Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi Chapters 5</li> <li>• Ray and Laminack Chapters 14</li> <li>• Calkins (OIT/WebCT 5, 6, 7)</li> <li>• Davies Samway 3 (OIT/WebCT 8)</li> </ul>	
October 6-16, 2008	Field Experience	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>
	Online Chats: K-1 – October 9, 2008 at 7:30 2-3 – October 14, 2008 at 7:30	
October 23, 2008	<i>Writing Workshop Troubleshooting</i>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 3, 4)</li> <li>• WTDP 4</li> </ul>
	Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi Chapter 10</li> <li>• Ray and Laminack 15 and 19</li> <li>• Lassonde (OIT/WebCT 9)</li> </ul>	
October 27 - November 7, 2008	Field Experience	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>
	Online Chats: 4-5 – October 29, 2008 at 7:30	
November 13, 2008	<i>Writing Workshop - Skills</i>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 3, 4)</li> <li>• WTDP 5</li> <li>• Field Experience Projects</li> </ul>
	Readings: <ul style="list-style-type: none"> <li>• Fletcher and Portalupi 8</li> <li>• Laminack and Ray (OIT/WebCT 10)</li> <li>• Invernizzi, Abouzeid, and Bloodgood (OIT/WebCT 11)</li> <li>• Delpit (OIT/WebCT 12)</li> </ul>	
November 20, 2008	<i>Writing Workshop – The Beauty of Difference</i>	<ul style="list-style-type: none"> <li>• TRJ (informal groups 1, 2, 3, 4)</li> </ul>
	Readings <ul style="list-style-type: none"> <li>• Freeman, Freeman, and Ramírez Chapter 10</li> <li>• McLaren (OIT/WebCT 13)</li> <li>• Hunter (OIT/WebCT 14)</li> <li>• Romano (OIT/WebCT 15)</li> </ul>	
	THANKSGIVING BREAK	
December 4, 2008	<i>Writing Workshop – A Few Last Words</i>	<ul style="list-style-type: none"> <li>• TRJ (formal groups 1, 2, 3, 4)</li> <li>• WTDP 6</li> </ul>
	Readings: The readings you need to review for your final project	

***Your Writer’s Workshop is due via email or in my office by December 16, 2008.***

***This syllabus is open to change depending upon the needs of this class. It is and will be a working document!***

Notes:

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