

ELAN 4120: Language and Literacy P-5
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Spring 2006
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Aderhold 112

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

Nuts and Bolts

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.

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.

Absences, Tardy, and Late Work

An important component of developing as a professional is being responsible for yourself and others.

- Therefore, no unexcused absences will be tolerated. If you are going to be absent, you will need to inform me of your absence at least 24 hours in advance. Examples of excused absences include: illness, emergency, and family responsibilities. Any unexcused absences will result in a lowering of one letter grade.
- Also, since our time together is so limited, tardies will not be acceptable. We will begin promptly at 8. If you know you will be tardy, please call me so I know not to worry about you. 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. 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.

Cell Phones and pagers

Please turn them off when you enter class.

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, reading *The Red & Black*, etc.—I will consider you not in attendance and count you as tardy.

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

91-100 A

81-90 B

71-80 C

61-70 D
At or Below 60 F

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.

Required Texts:

What a Writer Needs
Writer's Workshop
Other materials available on WebCT

Suggested Texts:

Craft Lessons
Non-Fiction Craft Lessons
Morning Meeting
The Art of Teaching Writing
Radical Reflections
What you Know by Heart

Class Structure

Overview of Class

Morning Meeting (20 minutes)
Writer's Workshop (90 minutes)
Break 15 minutes
Discussion Activities (90 minutes)
Mini-Lesson Development Time (40 minutes)
Reflection Time (5 minutes)

WebCT Discussion:

Each Sunday by 5:00 PM you will post your reactions, questions and/or favorite quotes to our Web CT discussion board. Feel free to react to what members of your cluster are writing about. Your reactions, questions and quotes will be used to create the Discussion Activity portion of class. The purpose of this is to get at and work through the issues and ideas you see as important. You will need a working email address for this class.

Writer's Workshop

This time is designated for you to develop as a writer and begin to feel comfortable in your writer's skin. This will be the outline for the Writer's Workshop

- Mini-Lesson (15 minutes)
- Writing Time (45 minutes)
- Conferencing Strategy Session (15 minutes)
- Sharing Strategy Session (15 minutes)

Children's Books

Writers love words. We find ourselves attached to certain words and marvel in their meaning. Bring a copy of your favorite children's book (preferably a picture book, or if your favorite book as a child was a chapter book, select a small portion). Each week, two-three of you will share your favorite book and prepare a mini-lesson on the book. Together we will help you fine tune to your mini-lesson. You will sign up for this on the first day of class. You will need to be prepared for about 15 minutes of reading and coaching time with your book. Please post a copy of your lesson to everyone the Sunday before you teach.

Reflection Time

The final 5 minutes of class will be a time for you to reflect on the day. What did you learn? What did you want to hear more about? What are you excited about? What is scaring you? I will study these reflections and address them during the next class during Morning Meeting.

Overview of Projects and Due Dates:

Project Name	Possible Points	Due Date
WebCT	2 points (each time)	Weekly: by 5:00 p.m. each Sunday
Puzzle Piece	5 points	January 17, 2006
Children's Book Mini-Lesson	10 points	The day that you sign up for it and on Live Text by the Sunday before you teach.
Writing Piece	10 points	April 25, 2006
Field Observation KWL	10 points	February 14, 2006
Field Experience Journal	15 points	March 26, 2006
Choice Project	30 points (15 for each)	From January 17, 2006 until April 25, 2006.

Required Projects:

You will receive further information on the rest of these requirements (except the Web CT discussion piece) when the due dates are closer!

- Web CT: As is stated above, by each Sunday at 5:00 pm you will need to write a posting on Web CT in the discussions area. Please include, but this is certainly limited to: quotations you liked, questions raised from the text, what you have experienced before and how it relates to the readings, how might this look in a classroom, etc? **2 points each**
- Puzzle Piece: On the second week of class we will put our individual puzzle pieces together. Please provide a title (including your name please), pictures, and things that make you uniquely you. Today you will select your puzzle piece. This is time for you to show us who you are and what you value. Be creative! **5 points**
- Children's Book Mini-Lesson: **10 points**

- Throughout the semester we will be working on a variety of writing projects during Writer's Workshop. At the end of the semester, we will have an author's tea and share **ONE piece** of writing that you feel is your best piece. This piece will need to have gone through drafting, conferencing, and sharing. Please turn in all portions of your writing process. **10 points**
- Field Observations: We will do a KWL prior to you going into the field to observe. We will create a list of what you want to know when you go. At the end of the field observation (and prior to the four weeks) email me a typed version of your KWL. **10 points**
- Field Experience: During your field experience, write a daily journal in a notebook you can turn in. Write about your experiences that day. Questions you may want to consider (but are certainly not limited to):
 - What worked during your teaching, what didn't?
 - Observations you made and how you reacted to them
 - What are you learning about children?
 - What are you learning about children as writers?

This piece is needs to be turned in *without* revision. Write as much as you need to write. I want to be able to see what your reactions were without revisions.

This will be due on March 21, 2006. **15 points**

Choice Projects:

Learners love choice! Including choice in assessment allows students to show what they have learned in a manner that suits them. Select **two** of the following choices. These are due at any time you wish. I will take things up starting next week (January 17). I will also be conferencing with you throughout the semester to help you along and to make sure you are not procrastinating! **All projects are due by the last class meeting (April 25)**. This is worth a total of 30 points (15 for each project).

- A list of writing strategies and rationale for the strategies. Include modifications you need to make for special education, gifted education, and ELL learners
- A unit with 5 mini-lessons based on a children's book(s) using strategies you learned in this class
- A published anthology of your work during Writing Workshop
- A paper about a topic or concept of your choice concerning writing and instruction (5-7 pages)
- A creative project demonstrating a concept you took a shining to over the semester
- An extension of your field journal, analyzing what happened, why did you write what you wrote, etc?
- An option of your choice, please see me.

Course Schedule

Date	Concept	ELO (Evening Learning Opportunity) for the upcoming week.	Items that are due!
January 10, 2006	Choice and Syllabus	Read: <ul style="list-style-type: none"> • Writing Workshop x-45 Do: <ul style="list-style-type: none"> • Web CT discussion • Puzzle Piece (due on 1/17) • Find a copy of a children's book for your mini-lesson. 	Web CT
January 17, 2006	Setting up the Writer's Workshop	Read: <ul style="list-style-type: none"> • Live Text Grammar and Spelling • Writer's Workshop Chapter 7 and 8 Do: <ul style="list-style-type: none"> • Web CT discussion 	Puzzle Piece Web CT
January 27, 2006 FRIDAY MEETING!	Grammar and Spelling	Read: <ul style="list-style-type: none"> • Writer's Workshop Chapter 9 Do: <ul style="list-style-type: none"> • Web CT discussion 	Web CT (Web CT will be due on Wednesday)
February 3, 2006 FRIDAY MEETING!	Assessment	Read: <ul style="list-style-type: none"> • Writer's Workshop chapters 10-12 Do: <ul style="list-style-type: none"> • Web CT discussion 	Web CT (Web CT will be due on Wednesday)
February 10, 2006 FRIDAY MEETING!	Preparing for the Field Experience	Read: <ul style="list-style-type: none"> • What a Writer Needs: Chapter 1-3 	Web CT (Web CT will be due on Wednesday) Email your

		Do: Web CT discussion	field observations KWL to me by February 14
February 13-March 10 Field Experience			
March 14, 2006 Spring Break!		Read: <ul style="list-style-type: none"> • What a Writer Needs: chapters 4-6 Do: <ul style="list-style-type: none"> • Web CT discussion • Field Experience Notebook 	
March 21, 2006	Debriefing the Field Experience and opening up the term diversity and culture	Read: <ul style="list-style-type: none"> • Diversity Section WebCT documents • What a Writer Needs: 7 and 8 Do: <ul style="list-style-type: none"> • Web CT discussion 	Field Experience is due! Web CT
March 28, 2006	Inviting All to Share	Read: <ul style="list-style-type: none"> • Special Education Live Text documents • What a Writer Needs: 10 Do: <ul style="list-style-type: none"> • Web CT discussion 	Web CT
April 4, 2006	Special Education	Read: <ul style="list-style-type: none"> • English Language Learners Section on Live Text • What a Writer Needs: 12 Do: <ul style="list-style-type: none"> • Web CT discussion 	Web CT
April 11, 2006	English Language Learners	Read: <ul style="list-style-type: none"> • Writing Across 	Web CT

		<p>the Curriculum Section on Live Text</p> <ul style="list-style-type: none"> • What a Writer Needs: 12 <p>Do:</p> <ul style="list-style-type: none"> • Web CT discussion 	
April 18, 2006	Writing Across the Curriculum	<p>Read:</p> <ul style="list-style-type: none"> • What a Writer Needs 13 and Final Thoughts <p>Do:</p> <ul style="list-style-type: none"> • Prepare your creative writing piece 	<p>Web CT Writing piece is due on 4/25 Final due date on choice projects are due on 4/25</p>
April 25, 2006	Sharing Day!	<ul style="list-style-type: none"> • CHOICE PROJECTS IS DUE! (UNLESS YOU'VE ALREADY DONE THEM!) • WRITING PIECES ARE DUE! 	WebCT