

ELAN 4120: Language and Literacy P-5
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Office Hours: By Appointment Only

Fall 2007
Th 8:00 – 12:15
Aderhold 412

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

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 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

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 8. 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.

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.

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.

Texts

Required Texts:

- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH : Heinemann.
- Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. (E-book, see directions on handout)
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH : Heinemann.
- A selection (1 book or 3 journal articles) from Corson’s bibliography that is of interest to you.

Suggested Texts:

- Chappell Carr, J. *A child went forth: Reflective teaching with young readers and writers*. Portsmouth, NH : Heinemann.
- Fletcher, R. (1993). *What a writer needs*. 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.
- Vopat, J. (2007). *Micro lessons in writing*. Portsmouth, NH: Heinemann.

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 refers to the Cultural Diversity Requirement set forth by the Department of Language Education.

Announcements
Reading Refresher (2)
Discussion Activity (2, 3, 4), (I, 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	September 27, 2007 and December 6, 2007
My Other (1, 3, 4), (I, II, III, IV, V, VI)	10 points	September 27, 2007
Field Observation Paper (3)	10 points	October 4, 2007
Field Experience (2,3,5), (I, II, III, IV, V, VI)	30 points	November 8, 2007
Your Writerly Story (1, 4)	30 points	November 29, 2006
Teacher Research Team	20 points	December 6, 2007

Reading Activity (5), (I, II, III, IV, V, VI)		
Your Writer's Workshop (1, 2, 3, 4, 5), (I, II, III, IV, V, VI)	30 points	December 11, 2007

Required Projects

Please turn in all work typed in 12 point Times New Roman font.

- **Teacher Research Journal (1, 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. The primary goal of the TRJ is for you to note ideas that you would like to use in your field experience project and final project for this course. In other words, this is a tool for you to organize and respond to the readings from 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 and final paper. Moreover, this is a space for you to write (journal, informal notes, drawings, etc) through what you are learning in the class. You will be using the TRJ during the reflection time of Writer's Workshop to observe thoughts about your writing process. 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 two formal checks at the midterm and the last class. In this journal you will manage your readings in a way that is appropriate for you.

Rubric, Due September 27 and December 6

	Meets Expectations	Needs Development
Addressing Assigned Readings (x 2)	Every reading assigned is cited at least one time in the TRJ in this fashion (Calkins, Ch 5, p 120).	Readings are not cited in this format: (Calkins, Ch 5, p 120)
Organization (x 2)	TRJ is organized.	TRJ is not organized
Turn-in (x 1)	TRJ is ready for weekly informal checks	TRJ is not ready for weekly informal checks

- **My Other (1, 3, 4), (I, II, III, IV, V, VI):** This project will be formally introduced on the second week of class. In today's diverse classrooms teachers are constantly confronted with colleagues and students with backgrounds different from their own. How teachers deal with such diversity requires a daily and moment-to-moment ethical practice. In other words, how we as teachers handle interactions with people different from us is contextual and requires reflection as we work towards social justice and what Derrida calls the democracy to come.
 - For this project, you will first write a narrative about an experience with your other. This narrative should supply an ample context, what was said and not said, what was done and not done in order for you to write your response paper. I WILL NOT see this piece. After you write your narrative you will compose a 3-5 page response paper based on your narrative considering the following questions:
 - What language did you use? What words did you use? How did your words construct you and your other, your interactions, and your

experience in the narrative? (use the Burr piece to help you think about these questions)

- In the interaction you wrote about in the narrative what made you proud and why? What made you not so proud and why?
- What would you do differently next time? How can you improve that interaction?
- How will this project help you to better improve your daily interactions with people around you?
- How will this project help you to better improve your classroom interactions?

Rubric, Due September 27, 2007

	Exceeds Expectations	Meets Expectations	Needs Development
Content	Answers all the questions provided in the syllabus and includes citations from the texts read for August 23.	Answers all the questions provided in the syllabus	Answers some of the questions.

- **Your Writerly Story (1, 4):** We will be exploring multi-genre writing this semester. Using several genres, you will tell your writerly story. Questions to think about: How did I become a writer? or How did I not become writer?; how do I write?; what inspires me to write? or what does not inspire me to write?; what purpose does writing have in my life?

Rubric, Due November 29, 2007 30 points

	Exceeds Expectations	Meets Expectations	Needs Development
Genres (x 2)	Uses more than three 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)	Examines more questions provided in the description	Examines all the questions provided in the description	Examines some of the questions provided in the description
Self-evaluation	2 points – Addresses the following questions: How was this different from writing a traditionally written story?; What were	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

	<p>the difficulties I encountered, how did I handle them?; What worked and did not work about writing this way? Why; How would I incorporate this in my future classroom?; What would I do next time?; Using course materials, readings, discussion notes, etc., provide an overall evaluation about writing this piece?</p>		
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- **Field Observations (3):** Read the chapter from Calkins that applies to your grade level (Pre-K- Chapter 6; K-2 – Chapter 7; 2-3 – Chapter 8; 4-5 – Chapter 9). Write a brief 2-3 page paper reflecting on what you have observed in the field during the three days and how that relates to the Calkins’ chapter you read. Please cite Calkins using APA. Please send this to me by the Thursday of your first week of field experience. **10 points**

Rubric

	Exceeds Expectations	Meets Expectations	Needs Development
Content (x2)	Observations are connected to the readings and the writer raises questions or extends what Calkins says. Writer also uses this piece to help develop field experience project.	Observations are connected to the readings.	Observations are noted.
Proofread (x1)	Meticulously proofread, edited and revised – i.e. very few mistakes	Proofread, edited and revised; some glaring errors	Examines some of the questions provided in the description

- **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, what are 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. You may select any genre of writing for your workshop. After the field experience, write a

four-five page paper about your experience, what you learned about how the students were constructing themselves, those around them, and the world around them. 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. **30 points**

- **Teacher Research Team Reading Activity (5) (I, II, III, IV, V, VI):** Corson’s (2001) book is superbly researched as is evidenced by his citations and extensive bibliography. As you read the Corson book during the first part of the semester, you will need to keep track of interesting books and articles that he cites. On November 1 (the first day back from the field) your TRT group will decide upon a reading (1 book or 3 journal articles) from his bibliography. Each member of your team can select one reading (1 book or 3 journal articles) to read together or you can individually select a reading. On November 1 you will need to inform me of the reading(s) you will be doing so that I can read with you. During class you will have an opportunity to discuss the readings as a small group and with me. On December 6, your group will prepare a 7-10 minute INFORMAL presentation of the book addressing the following questions:
 - Why did you select this reading? What experiences prompted you to select it?
 - How did this reading help you to further think about language, education, and diversity?
 - How can you use this reading(s) in your future classroom?

20 points.

Rubric

	Exceeds Expectations	Meets Expectations	Needs Development
Readings	Read more than 1 book or 3 journal articles from Corson’s bibliography.	1 book or 3 journal articles read	Additional readings not completed
Content of Presentation	Presentation addresses more than the following questions: <ul style="list-style-type: none"> • Why did you select this reading? What experiences prompted you to select it? • How did this reading help you think about language, education, and diversity? • How can you use this reading(s) in your future classroom? 	Presentation addresses the following questions: <ul style="list-style-type: none"> • Why did you select this reading? What experiences prompted you to select it? • How did this reading help you think about language, education, and diversity? • How can you use this reading(s) in your future classroom? 	Presentation does not address the following questions: <ul style="list-style-type: none"> • Why did you select this reading? What experiences prompted you to select it? • How did this reading help you think about language, education, and diversity? • How can you use this reading(s) in your future classroom?

Presentation	Presentation is well-organized and practiced as well as kept within the time limit.	Presentation is well-organized and kept within the time limit.	Presentation is disorganized and exceeds the time limit.

- **Your Writer’s Workshop** (*I, 2, 3, 4, 5*), (*I, II, III, IV, V, VI*): On December 12, 2007, you will turn in a project explaining what your writer’s workshop will look like in your future classroom. 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, 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, PowerPoint) you will need to write a brief 3-5 page explanation of your project with the bibliography and citations. You will turn in a rubric with a self evaluation for your work.

The following items will need to be addressed:

- **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 11, 2007 - 30 points

- **Final Evaluation of Course and Self.** On the last day of class please turn in a final evaluation of course and self. You will receive **5 bonus points** for this. This will need to be typed with no name on it.

Course Schedule

Please note on this schedule and your calendar the days that you have signed up for writing conferences with me.

Date	Topic	Projects Due
August 16, 2007	<i>Introduction</i>	
August 23, 2007	<i>Language, & Universal Design</i> Readings: <ul style="list-style-type: none"> • Handouts (Universal Design, Burr) • Corson – Chapters 1 & 2 	• TRJ (informal)
August 30, 2007	<i>Writing Workshop – Setting it Up and Standards</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapters 1, 3, & 11 • Fletcher & Portalupi – Introduction and Chapters 1-4 • http://www.georgiastandards.org/english.aspx 	• TRJ (informal)
September 6, 2007	<i>Writing Workshop – Conferencing</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapters 13-14 • Corson – Chapter 3 • Fletcher & Portalupi – Chapter 5 	• TRJ (informal)
September 13, 2007	<i>Writing Workshop – Skills</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapter 4 and 18 • Corson – Chapter 4 • Fletcher & Portalupi – Chapter 8 	• TRJ (informal)
September 20, 2007	<i>Writing Workshop – Mini-Lessons</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapter 12 • Corson – Chapter 5 • Fletcher & Portalupi – Chapter 7 	• TRJ (informal)
September 27, 2007	<i>Writing Workshop – Standards and Assessment</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapter 16 & 19 • Corson Chapter 6 • Fletcher & Portalupi – Chapter 9 	• TRJ (formal) • My Other
October 1 – October 25, 2007	Field Experience	October 4 – Field Observation Paper

November 1, 2007	<i>Lessons from Children</i> Readings: <ul style="list-style-type: none"> • Calkins Chapter 5 • Reading Selection from Corson’s bibliography 	<ul style="list-style-type: none"> • TRJ (informal)
November 8, 2007	<i>Writing Workshop - Curriculum</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapter 21 • Reading Selection from Corson’s bibliography • Fletcher & Portalupi Chapter 11 	<ul style="list-style-type: none"> • TRJ (informal) • Field Experience Due
November 15, 2007	<i>Writing Workshop - Genres</i> Readings: <ul style="list-style-type: none"> • Calkins – Chapters 22-26 • Reading Selection from Corson’s bibliography 	<ul style="list-style-type: none"> • TRJ (informal)
November 22, 2007 Thanksgiving	<i>Thanksgiving Break No Class</i> 	<ul style="list-style-type: none"> • TRJ (informal)
November 29, 2007	<i>Writing Workshop – A Few Last Words</i> Readings: <ul style="list-style-type: none"> • Calkins - Chapter 29 • Reading Selection from Corson’s bibliography • Fletcher & Portalupi – Chapter 12 	<ul style="list-style-type: none"> • TRJ (informal) • Your Writerly Story Due
December 6, 2007	<i>Last Day</i> Readings: The readings you need to review for your final project	TRJ Formal Teacher Research Team Reading Activity

Your Writer’s Workshop is due via email or in my office by December 11, 2007.