

ELAN 4120: Language and Literacy--P-5

Fall 2005

Teachers of writing must *write*. As teachers of writing, we must see ourselves as writers. If we embrace the opulent options and spacious landscape available for rehearsing our craft, then we increase our effectiveness as writing teachers.

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Office hours: Tuesdays 1- 3 and by appointment

Required Texts

- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann
- Fox, M. (1993). *Radical reflections*. New York: Harcourt Brace.
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Suggested Texts

- Berghoff, B. et.al. (2000). *Beyond reading and writing*. Urbana, IL: NCTE.
- Fletcher, R. & Portalupi, J. (1998). *Craft lessons*. York, ME: Stenhouse
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann
- Laminack, L. & Wood, K. (1996). *Spelling in use*. Urbana, IL: NCTE.
- Henkin, R. (1998). *Who's invited to share?: using literacy to teach equity and social justice*. Portsmouth, NH: Heinemann.

Supply List:(due 30Aug05)

Imagine yourself in your favorite year of elementary school. Visualize the tools you need for success. Personally, I would have required colored pencils crayons, assorted sizes and colors of markers and paper, scissors, glue, magazines, poetry books, glitter, paint and brushes, pastels, a stapler, tape, stickers a comfortable chair, a pillow and a purple teddy bear. Some might need music or even to just be able to get up and move around. The idea is that "play" and visual art can be brought into a writing atmosphere to inspire young writers.

Mandatory

Daybook

Storage box- big enough to contain your supplies with your name on it. This box will remain in the classroom.

Recommended supplies

Scissors, tape, glue, stapler and staples, assorted writing instruments, assorted paper including various colors, types, weight and textures, clip board

Optional tools:

Lap top, walkman, pillow, easy chair, sofa, posters, cute little lamps, teddy bears (anything that will transform our classroom into a "classhome").

Class Goals

- To encourage you to think of yourself as a writer
- To infect you with a passion for teaching writing

Requirements

Attendance

Attendance and active participation are required. You need to be in class.

Grades

A= excellence 95-110%

B = very good 90-94

C=average 89-80

D=below 80 **do** it again, you can **do** better...and you need to schedule an appointment to find out how you can **do** better

Evaluation criteria:

- Evidence of thought and reflection
- Specific details to substantiate claims
- Attention to issues and details in literary works
- Meticulousness
- Comprehensiveness
- On time
- Painstakingly proofread

Academic Honesty

See: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Late Work

All work is expected at the start of class time on the day it is due.

Cell Phones and pagers: Please turn them off before you enter class.

Note: This syllabus is open to change depending upon the needs of the class.

Assignments

All assignments should be typed and *double-spaced*. Please use a neat and easy to read font similar to the one you are now reading. **All papers must be revised, proofread, and edited before they are turned in.**

Assignment	Weight	Due Date
1. Day Dreams/Participation	15pts	Daily
2. Dream Book	10pts	30 Aug
3. Collage of Self	10pts	6 Sept
4. Field Observations	10pts	20 Sept
5. Daybook	10pts	25 Oct
6. Author's Chair	10pts	22 Nov
7. Dream Piece	10pts	29Nov
8. Dream Folder	10pts	6 Dec

Explanation of Assignments:

1. Day Dreams (due weekly)

Your questions and insights are essential for this class. It is imperative that you read the material with a considerate, reflective and scholarship. These *Day Dreams* will allow you to direct your thoughts. Your *Day Dreams* are to be written on 4x6 index cards and will be due at the beginning of every class. On them you should note important quotes/ideas/concepts about the class readings and, in addition, pose at least three questions. The questions should reflect ponderings, wonderings and provocations about your teaching, learning and writing development. We will use these to generate whole and small group analysis of the readings.

Readings & Assignments

	Text & pages	assignments & due dates	
1.	23Aug05	Read the introductions to: <u>Radical reflections.</u> (ix-xi) <u>Writing workshop: The essential guide.</u> (ix-5) <u>The art of teaching writing.</u> (ix&3-9)	Write a letter of introduction for your Dream Book (30Aug05)
2.	30Aug05	<u>Radical reflections.</u> (1-34) <u>Writing workshop: The essential guide.</u> (7-45)	Collage of self(6Sept05) Dream Piece(29Nov05) Dream folder (6Dec05) Observation Instruments(20 Sept) Day Dreams 1.3pts
3.	6Sept05 MYTD/ Observation 1	<u>Radical reflections.</u> (105-118) <u>Writing workshop: The essential guide.</u> (47-71)	Day Book(25Oct) Day Dreams
4.	13Sept05 observation 2	<u>The art of teaching writing.</u> (53-57) <u>Writing workshop: The essential guide.</u> (73-124)	Day Dreams
5.	20Sept05 observation 3	<u>Radical reflections.</u> (35-96) <u>Writing workshop: The essential guide.</u> (125-155)	Day Dreams
6.	fieldwork 27Sept05	<u>The art of teaching writing.</u> (501-521) September 26-October 21 fieldwork	Incorporate these readings into your Day Book reflections. Day Dreams
10.	25Oct05 resume class	<u>The art of teaching writing.</u> (11-49)	Day Dreams <i>fall break</i>
11.	1Nov05	<u>The art of teaching writing.</u> (59-107) Dream folder Supplements	Day Dreams
12.	8Nov05	<u>The art of teaching writing.</u> (109-137&349-367) Dream folder Supplements	Day Dreams
13.	15Nov05	<u>The art of teaching writing.</u> (369-429) Dream folder Supplements	Day Dreams
14.	22Nov05 thanksgiving	<u>The art of teaching writing.</u> (453-499) Dream folder Supplements	Author's Throne Day Dreams
15.	29Nov05	Dream folder Supplements	Dream Piece(29Nov05) Day Dreams
16.	6Dec05 last class		Dream folder (6Dec05)

