

Rhode Island College
Feinstein School of Education and Human Development
Department of Elementary Education

1. **Course Number:** ELED 558-20 Summer Session II 2009
2. **Course Title:** Developing Composition and Creative Writing Skills in the Elementary School
course information: M, W, 12:00-3:00, Mann 183
3. **Instructor:** Pat Cordeiro

Rhode Island College
Horace Mann Hall 217
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Office hours: by appt.

4. Course Description:

Catalog Description:

Focus is on the nature of composition, including areas of narration, exposition, description, and persuasion. Particular emphasis is placed on evaluation and motivation of children's writing. The processes involved in creative writing are examined in depth.

Extended Description:

Participants in this course conduct inquiry into the nature of genre and text types. Exploration is conducted through exposure to varieties of samples, through readings and discussion, and through writing. Integration and assessment of various forms of literacy across the curriculum are considered, including the nature of the interrelationships between reading, writing, speaking, and listening.

Relationship to Professional Program:

This course is an elective in the M.Ed. program and is available particularly to teachers of the English Language Arts.

Relationship to FSSED Knowledge Base:

This course is founded on the principles of planning, action, and reflection as defined in the FSSED Knowledge Base and Model. Participants conduct inquiry into the nature of genre and writing through planning, acting on, and reflecting on their own literate processes. Then those insights are applied to the classroom with implications for integrated, cross-curricular application.

5. Course Information

Prerequisites: Graduate status; ELED 508; ELED 500 (M.A.T. only), or permission of instructor

Required Texts:

Ray, Katie Wood. (2002). *What you know by heart: How to develop curriculum for your writing workshop* Portsmouth, NH: Heinemann.

Georgia Heard. (2004). *Awakening the Heart*. Portsmouth NH: Heinemann.

Selected Handouts

6. Course Objectives:

- To explore processes of writing and writing instruction
- To discuss methods of integrating content standards into existing curricular structures
- To develop a resource scrapbook for writing in the classroom
- To explore writing process

8. Course Requirements, Student Responsibilities:

Writers Workshop 25%

Participants will explore the writing process interactively during the course by taking part in a writers' workshop. We will be writing and conferencing during the first half hour of several classtimes and also writing outside of classtime. You may write what you like. I will try to help you to use this as an opportunity to explore different genres.

We will also keep a writer's notebook and use it as a resource. Participants will develop and apply to their own writing an understanding of the role of genre in composition and creativity. This goal will be fulfilled by class discussions and applications of different frameworks for text types and genre. We will identify texts, either published or original, which exemplify different text types. Participants will "go public" with a piece of writing on the last day of the class so that we have the opportunity to explore all phases of the writing process and implications for teaching.

"Books for skimming" 25%

Participants will develop a familiarity with a broad range of resources in writing process for the classroom teacher. This goal will be fulfilled on Mondays by each participant sharing a "books for skimming." I can provide these books or you may select your own from professional resources available to you. This goal allows those of you with special classroom interests to become aware of resources for you and allows everyone to sample the wide range of thinking and support available beyond the basic texts for the course.

Resource Scrapbook 25%

Participants will develop a Resource Scrapbook to help writers focus on topics and genre. This Scrapbook may be for the participant's own writing growth, for helping growth in young writers, or both. This Scrapbook may be a collection of pictures, writing, artifacts, or any artifacts that the participant thinks will help writers to grow and develop. It may come in a box, a scrapbook or a folder.

Poster Session 25%

Prepare a poster for display at our Poster Session, demonstrating how to approach teaching a genre of writing or providing information on a topic related to Language Arts. This assignment has no oral presentation. Provide a 1-page handout for your classmates. Description and rubric are provided in a handout.

Instructional Methods: Writer's Workshop, class discussion and conferencing, response to readings, presentation, readings and book sharing

Special Considerations: If you have a documented handicap, you must notify me, **in writing**, during the first week of class. Special provisions will be made to accommodate documented learning and/or physical disabilities.

9. Evaluation and Grades:

Letter grades A-F, I

Writer's Workshop and Publishing	25%
Books for skimming	25%
Resource Scrapbook	25%
Poster Session	25%

10. References:

- Atwell, Nancy. *Side by side: Essays on teaching to learn*. Portsmouth, NH: Heinemann, 1991.
- , Ed. *Coming to know: Writing to learn in the intermediate grades*. Portsmouth, NH: Heinemann, 1990.
- , *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann, 1987.
- Benedict, Susan & Lenore Carlisle. *Beyond words: Picture books for older readers and writers*. Portsmouth, NH: Heinemann, 1992.
- Calkins, Lucy. *Living between the lines*. Portsmouth, NH: Heinemann, 1991.
- , *The art of teaching writing*. Portsmouth, NH: Heinemann, 1986.
- Cordeiro, Pat. *Whole learning: Whole language and content in upper elementary school*. Katonah, NY: Richard C. Owen, 1992.
- Derewianka, Beverly. *Exploring how texts work*. Australia: Primary English Teaching Association, 1990.
- Edelsky, Carole, Bess Altwerger & Barbara Flores. *Whole language: What's the difference?* Portsmouth, NH: Heinemann, 1991.
- Fletcher, Ralph. *What a writer needs*. Portsmouth, NH: Heinemann, 1993.
- Freeman, Evelyn & Diane Person, Eds. *Using nonfiction trade books in the elementary classroom: From ants to zeppelins*. Urbana, IL: National Council of Teachers of English, 1992.
- Gilles, Carole, Mary Bixby, Paul Crowley, Shirley Crenshaw, Margaret Henrichs, Francis Reynolds & Donelle Pyle, Eds. *Whole language strategies for secondary students*. Katonah, NY: Richard C. Owen, 1988.
- Graves, Donald. *Build a Literate Classroom*. Portsmouth, N.H. : Heinemann Educational Pub., 1991.
- , *Investigate Nonfiction*. Portsmouth, NH: Heinemann, 1989.
- Hall, Susan. *Using picture storybooks to teach literary devices*. Phoenix, AZ: Oryx Press, 1990.
- Harris, Violet, Ed. *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher-Gordon, 1993.
- Harwayne, Shelley. *Lasting impressions: Weaving literature into the writing workshop*. Portsmouth, NH: Heinemann, 1989.
- Heard, Georgia. *For the love of the sun and the moon*. Portsmouth, NH: Heinemann, 1992.
- Jorgensen, Karen. *History workshop: Reconstructing the past with elementary students*. Portsmouth, NH: Heinemann, 1993.

- Laughlin, Mildred & Patricia Kardaleff. *Literature-based social studies: Children's books & activities to enrich the K-5 curriculum*. Phoenix, AZ: Oryx Press, 1991.
- Mills, Heidi & Jean Anne Clyde, Eds. *Portraits of whole language classrooms: Learning for all ages*. Portsmouth, NH: Heinemann, 1990.
- Pappas, Christine, Barbara Kiefer & Linda Levstik. *An integrated language perspective in the elementary school*. White Plains, NY: Longman, 1990.
- Peterson, Ralph & Maryann Eeds. *Grand conversations: Literature groups in action*. Portsmouth, NH: Heinemann, 1990.
- Peterson, Ralph. *Life in a crowded place: Making a learning community*. Portsmouth, NH: Heinemann, 1992.
- Rief, Linda. *Seeking diversity: Language arts with adolescents*. Portsmouth, NH: Heinemann, 1992.
- Routman, Regie. *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann, 1991.
- Short, Kathy & Carolyn Burke. *Creating curriculum: Teachers & students as a community of learners*. Portsmouth, NH: Heinemann, 1993.
- Tunnell, Michael & Richard Ammon, Eds. *The story of ourselves: Teaching history through children's literature*. Portsmouth, NH: Heinemann, 1993.
- Wollman-Bonilla, Julie. *Response journals: Inviting students to think and write about literature*. New York: Scholastic: 1991.

	Topics for today	Readings	Assignments for today
Week 1 Monday 1st class 6/29	Writers Workshop Introductions Keeping a Writers Notebook Discussing the Resource Scrapbook assignment and Poster Presentation assignment		.
Week 1 Wednesday 2nd class 7/1	Writers Workshop Books for skimming	Ray, Ch. 1, 2 Heard, Intro. & Ch. 1	Bring in a Writer's Notebook with some entries, pictures, etc
Week 2 NO CLASS	MONDAY 4th of JULY		
Week 2 Wednesday 3rd class 7/8	Writers Workshop Genres and text types	Ray Chs. 3-5 Heard, Chs. 2, 3	Books for skimming
Week 3 Monday 4th class 7/13	Writers Workshop Books for skimming		Books for skimming
Week 3 Wednesday NO CLASS 7/15	RESOURCE SCRAPBOOK WORKDAY		
Week 4 Monday 5th class 7/20	Writers Workshop Books for skimming		Books for skimming
Week 4 Wednesday 6th class 7/22	Writers Workshop	Ray, Chs. 6-8 Heard, Ch. 4, 5, Epilogue	
Week 5 Monday 7th class 7/27	Writers Workshop Books for skimming		Books for skimming
Week 5 Wednesday 8th class 7/29	Writers Workshop		
Week 6 Monday 9th class 8/3	Writers Workshop Sharing Resource Scrapbooks		Sharing Resource Scrapbooks
Week 6 Wednesday 10th class 8/5	Poster Session Going Public		Poster Session Going Public

Candidate Name _____ Semester _____

GENRE STUDY POSTER PRESENTATION GUIDELINES

Your Poster should include:

- Title for your genre study
- Short assessment chart of what students will know (Content) and be able to do (Process) and how content and process will be evaluated
- Sample teaching model you have developed to use in this unit
- Sample rubric for assessment during this unit
- Bibliography of 5 children's books that could be used in teaching this unit

Your Handout should include:

- Title for your genre study
- Short assessment chart of what students will know (Content) and be able to do (Process) and how content and process will be evaluated
- Bibliography of 3-5 children's books that could be used in teaching this unit
- Listing of website(s) related to this genre study

RUBRIC FOR POSTER PRESENTATION

Exceeds Expectations	Meets Expectations	Approaches Expectations
All required elements are evident and are exceptionally well-presented	All required elements are evident	Some required elements are evident
Poster and handout are exceptionally informative	Poster and handout are informative	Poster and handout need more information
Poster and handout are exceptionally well-designed	Poster is visually interesting and handout is clear and well-designed	Poster and handout are adequate

Grade on Genre Poster

Exceeds Expectations	Meets Expectations	Approaches Expectations
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Instructor Name _____ Date _____

Candidate Name _____ Semester _____

TOPICAL STUDY POSTER PRESENTATION GUIDELINES

Your Poster should include:

- Title for your Topical Study poster
- Narrative or chart describing the topic
- Bibliography of 3-5 sources of information about this topic
- Listing of website(s) related to this topic

Your Handout should include:

- Title for your Topical Study poster
- Brief synopsis of information about the topic
- Bibliography of 3-5 sources of information about this topic
- Listing of website(s) related to this topic

RUBRIC FOR POSTER PRESENTATION

Exceeds Expectations	Meets Expectations	Approaches Expectations
All required elements are evident and are exceptionally well-presented	All required elements are evident	Some required elements are evident
Poster and handout are exceptionally informative	Poster and handout are informative	Poster and handout need more information
Poster and handout are exceptionally well-designed	Poster is visually interesting and handout is clear and well-designed	Poster and handout are adequate

Grade on Topical Study Poster

Exceeds Expectations	Meets Expectations	Approaches Expectations
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Name _____ Date _____