

## **COURSE SYLLABUS**

<b>Course:</b>	<b>EDZU 9912</b> The Writing Process K-12: Guiding Students to Quality Writing
<b>Credit Hours:</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Kyle Black

### **Course Description**

“Are we done yet?” That is a question commonly asked by students who are truly experiencing the writing process for the first time. Students today want to quickly finish assignments, hand them in, and move on only meeting the bare requirements. When students work through the writing process they learn that it takes time, and they see what they are truly capable of producing. Teachers need to accept that the quantity of writing assignments they can assign will decrease, however the quality of their students’ work will dramatically improve.

When the writing process is the focus, students can see and experience their learning and improvement, which is powerful! As a result, they will develop higher-level skills, their confidence will thrive and they will end up with a writing piece that they can be proud of, instead of throwing together an assignment for the sake of its completion.

This course is for educators of grades K-12, of all subject areas because students of all levels need to be able to write for different purposes, audiences and across varying genres. Participants will delve into the 5 stages of the writing process in depth, and will connect how they can be aligned to their grade level and discipline. In addition, participants of this class will examine the writer’s workshop concepts of mini-lessons, mentor-texts, and conferencing.

### **Course Goals**

#### **To Know...**

1. what the stages of the writing process are.
2. process writing vocabulary including conferencing, mini-lesson, mentor text, models, audience, purpose, craft, and more.
3. the writing process is aligned with the Next Generation Standards requiring K-12 students to write three different text types (genres), and these standards can be addressed in all subject areas.

#### **To Understand...**

1. the difference between process writing and non-process writing ("quick assignment completion") and its effect on students.

2. the benefits of the writing process for students including fostering higher level thinking skills, giving students the opportunity to feel pride and validation for the hard work they put in throughout the process, and more.
3. how to plan/teach a writing mini-lesson.

**and To Be Able To..**

1. plan mini-lessons for different stages of the writing process that can be transferred into their classrooms.
2. develop an outline of a writing unit using the writing process.
3. create an editing checklist with that can be transferred into their classrooms.

**Course Outline**

1. Intro: Goal of class- apply what you learn to your current units, or create new units, help you as a teacher, and your students to understand the value of the writing process vs. assignment completion, what writing projects/assignments do you currently teach
  - a. Writing process article review and quote reflection
  - b. Reflection and connection to “Teaching Writing Effectively” article
  - c. Next Generation Learning Standards
    - i. Grade level standards, interdisciplinary content area connections, notice the 3 different text types/genres
  - d. Writer’s workshop Intro. & Vocab.
    - i. Conferencing
    - ii. Minilesson
    - iii. Mentor texts
    - iv. Models
    - v. audience
    - vi. purpose
    - vii. genre/text type
    - viii. prewriting
    - ix. drafting
    - x. revising
    - xi. editing
    - xii. publishing
  - e. Minilesson blog review, review examples
  - f. Overview of the stages of the writing process
2. Prewriting
  - a. Overview
  - b. Writer’s notebook
  - c. Graphic organizer creation
  - d. Minilesson creation

3. Drafting
  - a. Overview
4. Revising
  - a. Overview
  - b. Minilesson creation
5. Editing
  - a. Overview
  - b. Editing checklist creation
  - c. Nonnegotiables list creation
  - d. Minilesson creation
6. Publishing
  - a. Overview
7. Final Assignment/Project
  - a. Unit plan outline
  - b. Reflection paper- philosophy, process vs. assignment completion, the value of the writing process

### **Methods of Instruction**

Teachers enrolled in this course will understand the value of the writing process for students of all levels through the review of articles, blogs and notes from various sources. They will review minilesson plan examples and apply what they have learned by creating minilesson plans and a unit plan that they can use in their classrooms.

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.*

### **Methods of Assessment**

In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete all other tasks. This includes but is not limited to (1) prewriting minilesson plan creation; (2) revising minilesson plan creation; (3) editing minilesson plan creation; (4) editing nonnegotiables list and checklist resource creations; (5) graphic organizer creation; (6) unit plan outline creation; and (7) the value of the writing process philosophy reflection paper.

In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete five of the tasks above.

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail and by phone.*

## Time Validation

Assignment	Time (in hours)
Goal of the Course: Discuss how they teach writing, student strengths and weaknesses in writing.	1.00
Introduction to the Writing Process Overview: Read notes based on research about the writing process philosophy of teaching.	1.00
Connecting Your Teaching to the Next Generation Learning Standards: Read and familiarize themselves with writing standards specific to their grade level and connect them to their teaching.	2.00
Introduction Article and Quote Reflection: Read writing process articles differentiated by grade level, and reflect on meaningful quotes.	1.00
Writing Across the Content Areas Assignment: Describe an idea for a writing project that can be connected to a content area.	1.00
Narrative in the Content Areas Discussion: Share an idea for a narrative writing project that can be connected to a content area.	1.00
Writer's Workshop Vocabulary: Review a list of writer's workshop vocabulary and discuss how they use/can use those ideas in their classroom.	2.00
Minilessons: A Must for Writing Instruction Resource Review: Read various resources about planning writing mini-lessons. This information will be used later in the course.	2.00
Benefits of Mini-Lessons Discussion: Share ideas for how mini-lessons are beneficial for writing instruction.	1.00
Prewriting Overview: Read notes and classroom applications of the prewriting stage of the writing process.	1.00
Topic Selection: Making Writing More Meaningful for Students: Share real-world topic selections for argumentative/persuasive writing.	1.00
The Writer's Notebook Assignment: Read articles about writer's notebooks based on grade level, and write a reflection about how they can/do use writer's notebooks in their classrooms.	1.00
Top-Down Topic Webs Resource Review: Read a chapter about Top-Down Topic webs and examine examples. This is a resource that can be used to help plan/organize student writing.	2.00
Interactive Prewriting Resources Review: Experiment with online prewriting interactive graphic organizers for students.	2.00
Graphic Organizer Creation: Create a graphic organizer that can be used by their students in the prewriting stage of the writing process. Summarize how this will help the students with the writing assignment.	2.00
Prewriting Mini-lesson Creation: Create a mini-lesson for the pre-writing stage of the writing process. Write a complete mini-lesson plan using a template.	1.00
Drafting Resources Review: Review resources (notes, mini-lessons and student resources) for the drafting stage of the writing process.	1.00
Drafting Discussion: Share routines and resources that help students be successful that you use/can use in the drafting stage of the writing process.	1.00
Revising Overview: Read notes and classroom applications of the revising stage of the writing process, mini-lesson ideas, and revising leads and endings.	1.00

Strategies for Teaching Students to Revise Discussion: Read a blog and discuss 3 ideas learned for helping students revise their writing.	1.00
Engaging the Audience with Leads: Review types of leads. Share an example of a lead that can be used as a model for your students.	1.00
Revising Word Choice/Language: Create a before/after model of revising word choice/language to use as a model for your student.	1.00
Revising Transitional Words/Phrases: Create a before/after model of revising transitions that help the writing flow.	1.00
Revising Mini-lesson Plan Creation: Create a mini-lesson plan for the revising stage of the writing process.	1.00
Editing Overview: Read notes and classroom applications of the editing stage of the writing process.	1.00
Conventions and Our Students Discussion: After reading Next Generation Learning Standards Appendix A for their grade level, discuss strengths and weaknesses of students in the area of conventions as they relate to the standards.	1.00
Peer Conferencing Strategies that Work Discussion: Read an article and share ideas of pros and cons of peer conferencing, and ideas that are valuable to take into your classroom from the reading.	1.00
Revising vs. Editing: Compare and contrast revising and editing, because many combine the two, when in reality they should be taught and performed by students apart from one another.	1.00
Nonnegotiables of Writing in Your Classroom Assignment: Create a classroom resource of expectations of conventions.	1.00
Nonnegotiables of Writing Model: Create a model for students to edit, focusing on the conventions expectations of your classroom.	1.00
Editing Checklist Assignment: Create an editing checklist that students in your classroom can use, focusing on grade level expectations and the standards.	1.00
Editing Mini-lesson Plan Creation: Create a mini-lesson for the editing stage of the writing process.	1.00
Publishing Overview and Resources Review: Read notes and classroom applications of the publishing stage of the writing process.	1.00
Publishing Discussion: Share ideas of the importance of the publishing stage of the writing process and ideas for student engagement.	1.00
The Writing Process Philosophy Review: Read an article and reflect on the 7 ideas for teaching writing well.	1.00
Final Project/Assignment: Create a unit plan outline summary and/or write a reflection paper about the writing process philosophy of instruction.	4.00
<b>Total Time</b>	<b>45.00</b>