

**EDLA 681: Reading and Writing Strategies for the Collaborative Classroom
Spring 2012
Eastern Mennonite University**

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Course meetings

Wednesdays: Jan. 25; Feb 1, 8, 15, 29;

March 7, 14, 28 (4:45-8:45 at Kate Collins MS)

Saturday: Feb. 25 8AM-4PM (at EMU)

4 hours on-line activity

Snow makeup day, if needed: Wed. March 21 (4:45-8:45)

Credit Hours: 3

Course Description: Designed for teachers of English Language Arts and content area teachers, the course examines current research and instructional strategies for incorporating reading and writing in collaborative settings across the curriculum. Focuses on the reading/writing connection and the processes of teaching writing and reading as tools for learning. Attention is given to diverse student populations, adolescent literacy, and 21st century literacies. Emphasizes the need for teachers and students to become authors within educational settings and to write for authentic audiences.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage

environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes

Upon successful completion of this course, students will be able to:

- Reflect upon and share successful classroom reading and writing practices (S, PK, C, L)
- Implement research-based literacy strategies for supporting student learning and developing a learning community (S, PK, Ca)
- Work collaboratively in writing groups (C, Ca)
- Design writing assignments with explicit attention to Maxwell's three levels of writing, writing as a process, and writing to learn.
- Support students as readers by attending to before, during and after reading strategies (PK, C, Ca)
- Encourage editing and revision practices (C)
- Evaluate student writing according to the Virginia State domain scoring rubric as well as the Six Traits analytic rubric (S, PK, L)
- Use and explore digital and information literacies through Moodle, digital story telling, and story kit (S, I, PK, C)

Required Readings/Texts

Allen, J. (2004). *Tools for teaching content area literacy*. Stenhouse Publishers.

Beers, K., Probst, R. E., & Rief, L., eds. (2007). *Adolescent literacy: Turning Promise into action*. Portsmouth, NH: Heinemann.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Alliance for Excellent Education. (on-line at: www.all4ed.org/files/WritingNext.pdf)

Supplemental and source materials include:

Daniels, H., Zamelman, S., & Steineke, N. (2007) *Content-area writing: Every teacher's guide*. Portsmouth, NH: Heinemann.

Daniels, H. & Zemelman, S. (2004) *Subjects matter: Every teachers guide to content-area reading*. Portsmouth, NH: Heinemann.

Culham, R. (2003). *6+1 traits of writing: Complete guide grades 3 and up*. New York: Scholastic Professional Books.

Gallagher, K. (2003). *Reading reasons: Motivational mime-lessons for midd and high school*. Stenhouse Publishers

Gallagher, K. (2006). *Teaching adolescent writers*. Stenhouse Publishers.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Stenhouse Publishers.

Gere, A. R., Christenbury, L., & Sassi, K. (2005) *Writing on demand; best practices and strategies for success* (1st ed.). Portsmouth, NH: Heinemann.

Kirby, D., Kirby, D.L. & Liner, T. (2003). *Inside out: Strategies for teaching writing* (3rd Edition). Portsmouth, NH: Heinemann.

Spandel, V. (2001). *Creating writers through 6-trait assessment and instruction*. New York: Addison, Wesley, Longman.

Stephens, L. C. & Ballast, K. H. (2011). *Using technology to improve adolescent writing*. New York: Pearson.

Tatum, A. (2005). *Teaching reading to black adolescent males: Closing the achievement gap*. Portland, ME: Stenhouse Publishers.

Websites

The National Writing Project: <http://www.nwp.org/>

National Council of Teachers of English: <http://www.ncte.org/>

Education Northwest Six Traits: <http://educationnorthwest.org/traits>

Course Requirements

Participation: Class participation is imperative so please come prepared and be on time to every session. Participation includes your ability to contribute to a safe and scholarly learning environment by exhibiting mutual respect and openness,

as well as by demonstrating that you have read and prepared for class. Further, you will be expected to function in a leadership capacity at various points in the course. This may involve such activities as giving a short presentation, leading a discussion group, or participating in workshop activities as a leader.

Class Minutes: Participants will record and present class proceedings for at least one session.

Writing Groups: Participants will work weekly in collaborative groups to share and revise course writings. In addition, writing groups will choose a book/ topical strand to read together and will discuss the materials on Moodle as well as in class.

Article Response (3): Participants will read and critique 3 articles related to the teaching of writing or supporting reading with writing to learn. Links to the articles as well as participants' responses will be posted to Moodle to invite discussion and reflection among our writing community.

Sample Lesson: Teachers will develop a writing/reading lesson to use in their classrooms. The lessons will be posted to Moodle, and teachers will demonstrate their lesson to the class.

Inquiry paper: Based on an inquiry about writing or reading instruction each participant writes on the first day of class, the inquiry paper will be a research-based work in progress that will be submitted at the end of the course. Teachers will present the paper to our group and will be encouraged to submit the position paper for publication.

Attendance Policy: *Students are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the student is responsible for the material presented in class. Students should not absent themselves from class without notification to the instructor prior to class.* Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Course Evaluation/ Grading

The above projects will be graded holistically; your final grade for the course will be determined according to the whole of your performance and will be decided in collaboration between the student and the instructor. To receive an "A" in the course, students will have given careful attention and exemplary participation in

each of the course requirements listed above and will have met minimum writing standards based on the graduate writing rubric. Students must be in class for 90% of the designated minutes and must turn in all assignments by the stated deadlines. Students who miss more than 10% of the class time will likely not receive higher than a “B” for the course. Further, students who fail to complete assignments by the expected deadlines will likely receive a “B” as well. Students who are not able to complete course requirements by the specified deadlines, or whose work is significantly below university standards, or who miss more than 20% of the sessions may receive a “C” or below.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Writing Tutors: *Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please contact Yvonne Martin or Don Steiner.*

Special Accommodations Statement: *EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Student Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with disabilities Act of 1990, and the ADA Amendments Act of 2008.*

It is my desire to meet the learning needs of all of my students. If you have a specific need, please feel free to let me know and I will work with you to ensure that this learning situation is accommodating. Further Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu.

Academic Integrity: *Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.*