EDEE 331, 333, EDMG 335 (3 credits)

EDEE 331: Teaching Writing/Design with Children’s Literature and Multimodal Texts, PK-3
EDEE 333: Teaching Writing/Design with Children’s Literature and Multimodal Texts, Grades 2-6
EDMG 335: Teaching Writing/Design with Children’s Literature and Multimodal Texts, Grades 5-8

Fall 2016
F 9:00-11:45 ECTR 213
Sept. 6-Nov. 18 Memminger Elementary School 20 Beaufain St

Instructor: Dr. Margaret Hagood
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953-3377 (office)
Please use email as a primary form of contact
Office hours: T/Th 1:45-3:00; T/Th 9:00-10:00
Virtual office hours through email M-Th.
By appointment

Course Description

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Course Objectives

Students will:

- Become familiar with a variety of children’s literature.
- Learn to use a variety of digital tools that can be used in instruction with early childhood literacy learners.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.

Course Outcomes

School of Education (SOE) courses are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.
Course outcomes are derived from standards of several organizations: **NAEYC** (National Association for the Education of Young Children), **ACEI** (Association for Childhood Education International), **AMLE** (Association for Middle Level Education), **NCATE** (National Council for the Accreditation of Teacher Education), **R2S** (Read to Succeed Competencies), **ILA** (International Literacy Association Standards for Reading Professionals), **ISTE** (International Society for Technology in Education), **SC** (SC Teacher Education Standards), and **EHHP** (School of Education, Health, and Human Performance). These standards define the expectations for highly qualified teachers of literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

**Understanding and Valuing the Learner:**

- Recognize, understand, value, the forms of diversity that exist in society and their importance in learning to read and write. (RTS 4.1) (EHHP I) (ILA 4) (ITSE 1) (NAEYC 1) (ACEI 1) (AMLE 1)
- Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. (RTS 4.2) (EHHP III) (ILA 4) (ITSE 4) (NAEYC 1) (ACEI 1) (AMLE 1)
- Develop and implement strategies to advocate for equity. (RTS 4.3) (EHHP III) (ILA 4) (ITSE 4) (NAEYC 1) (ACEI 1) (AMLE 1)
- Know that within a classroom, students have a range of abilities, which include those who receive services from special education. (RTS 4.4) (EHHP I) (ILA 4) (ITSE 4) (NAEYC 1) (ACEI 1) (AMLE 1)
- Know that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students. (RTS 4.6) (ILA 4) (ITSE 4) (NAEYC 1) (ACEI 1) (AMLE 1)

**Knowing What to Teach and Assess and How to Create Environments in Which Learning Occurs:**

- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (R2S 2.5) (EHHP 2) (ILA 2) (NAEYC 5) (ACEI 4) (AMLE 5)
- Know how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to provide a framework for effective instruction). (RTS 2.19) (EHHP 2) (ILA 2) (NAEYC 4) (ACEI 5) (AMLE 5)
- Know how to scaffold learning incorporating a gradual release of responsibility approach (Pearson & Gallagher, 1983). (RTS 2.20) (EHHP 2) (ILA 2) (NAEYC 1)
- Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). (RTS 5.3) (EHHP II) (ILA 5) (NAEYC 4) (ACEI 5) (AMLE 5)
- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (RTS 5.4) (EHHP II) (ILA 5) (NAEYC 4)
● Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. (RTS 5.1) (EHHP III) (ILA 4) (NAEYC 4) (ACEI 5) (AMLE 5)

● 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment. (RTS 5.2) (EHHP III) (ILA 5) (NAEYC 1) (ACEI 5) (AMLE 5)

UNDERSTANDING SELF AS A PROFESSIONAL:

● Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (R2S 6.2) (EHHP 4&5) (ILA 6) (ISTE 3,4,5)

Required Texts

Buy only the text for your area of certification:


We will draw upon the following texts, but you are not required to purchase them:

● Units of Study in Opinion, Information and Narrative Writing: Grade K with Trade Books; Grade 1 with Trade Books; Grade 2 with Trade Books.

● Units of Study in Opinion, Information, and Narrative Writing: Grade 3 with Trade Books; Grade 4 with Trade Books.

● Units of Study in Opinion, Information, and Narrative Writing: Grade 5 with Trade Books.

● Relevant literacy education organizations such as the International Literacy Association, National Council of Teachers of English, and American Association of School Librarians websites and FB pages.

● Digital composing tools and apps such as Animoto, iMovie, Blogspot, etc.


● Variety of children’s literature from different genre and cultural contexts- you’ll need to be ready to use your county library frequently and set aside time to peruse books.

Required Technology:
Assignments

Weekly Attendance, Preparedness and Participation (5%)
Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to early childhood literacy learners is included in this grade.

Children’s Literature Matrix (10%)
Students will select and read a variety of children’s print and nonprint literature for narrative, information, and persuasive genres and construct a children’s literature matrix. A rubric will be used to evaluate this project.

Writing/Design Project Workshop (40%)
Students will take part in digital writing workshop that includes engaging in the writing/design process for 1) narrative, 2) informational, and 3) persuasive texts. Students will draw upon mentor texts and further develop one of the writing projects as a 4) digital story. Throughout the process students will share their work with a writing partner and assess their own writing. Students will use a rubric to self-evaluation each project. Instructor will use a rubric to evaluate students’ evaluations and products. Each project/self assessment will be worth 8 points/percent.

Writing/Design Sequence of Mini-lessons (20%)
We will work closely with a fourth and fifth grade class at Memminger this year. For an hour of class time between Sept. 9 and Nov. 18, we will work in small groups with writers, giving you opportunities to develop teaching of minilessons and conferring with students, and giving students excellent writing support, under my supervision. You will create a portfolio of your semester’s work according to a rubric provided.

Y’ALL Fest Book Review (5%)
Students will attend at least one session at Y’ALL Fest on Saturday, November 12, and then read and write a literary review of a book by a middle grades (3-5) author. A rubric will be used to evaluate this project.

Exams (20%)
A midterm and final exam (worth 7% and 11% respectively) will cover content learned over the course. Exams are content-based (from readings, videos, in-class discussions, handouts, etc.). They require that you recall, synthesize, and apply research, theory, and practice of concept, information,
and terminology addressed in this course. Neither study guides nor make-up exams will be given. See course calendar for specific dates.

General tidbits

EDEE Attendance Policy

- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. One absences for ANY reason will be allowed; assignments due upon absence may be submitted prior to any planned absence. Upon a fourth absence, the student will automatically be withdrawn from a course with the grade of WA. *WA becomes an F on a transcript.*
- If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.
- Students who qualify for SNAP must see the professor within the first two weeks of the course *if they choose special accommodations.*
- *Athletes* who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is
permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Grading**

**Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.**

Any written assignment submitted is considered a final product to be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). It is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. One such resource is the Center for Student Learning http://csl.cofc.edu/.

**Miscellaneous**

I do not hear very well. If you ask me a question and I don’t answer, please ask again. Likely I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
<table>
<thead>
<tr>
<th>Week Forms of writing</th>
<th>Date &amp; meeting place</th>
<th>Topics</th>
<th>Readings due on this date</th>
<th>Assignments due on this date</th>
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| **1**                 | Aug. 26 ECTR 213     | • What does excellent writing instruction include?  
*GtoWW*-PG Ch. 3, 4, 5  
*GtoWW*-EL Ch. 3, 4, 5  
*GtoWW*-MG Ch. 3, 4, 5 | Online writing: narrative  
2 working drafts:  
1. This is the …  
2. Personal narrative growing seed idea of person, place, or thing into a small moment, showing not telling |
| **2** Narrative       | Sept. 2 ECTR 213     | • Architecture of minilessons  
• Setting up a writing workshop  
*GtoWW*-PG Ch. 7, 6  
Overview of Narrative (Grade 3) See gsite  
*GtoWW*-EL Ch. 7, 6  
Overview of Narrative (Grade 4) See gsite  
*GtoWW*-MG Ch. 7, 6  
Overview of Narrative (Grade 5) See gsite | Online writing: narrative |
| **3** Narrative       | Sept. 9 MES          | • Differentiated feedback: Conferring with students  
• Working with ELLs  
MES Writing Workshop |
<p>| 4 | Narrative | Sept. 16 MES | Delving into Narrative Assessment, Narrative Assessment, Using scoring guides | Bogard, J. &amp; McMackin, M. (2012). Combining traditional and new literacies in a 21st century writing workshop. <em>The Reading Teacher, 65</em>, 313-323. | Online writing: narrative | GtoWW-PG Ch. 8,9 Narrative (Grade 3) See gsite | GtoWW-EL Ch. 8,9 Narrative (Grade 4) See gsite | GtoWW-MG Ch. 8 GtoWW-EL Ch. 7 Narrative (Grade 5) See gsite | MES Writing Workshop |</p>
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<td><em>The Reading Teacher, 64</em>, 406-416.</td>
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<td>MES Writing Workshop</td>
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<td>T Nov. 11-13</td>
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<td>Persuasive (Grade 4) See gsite</td>
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| 12 Persuasive | Nov. 18 MES | • Delving into opinion vs. persuasive writing.  
| 13 Persuasive | Dec. 2 ECTR 213 | • Publications and celebrations  
• Working toward better writing instruction for all | Calkins, L., & Ehrenworth, M. (2016). Growing extraordinary writers: Leadership decisions to raise the level of writing across a school and a district. *The Reading Teacher*, 70, 7-18. | Literature Matrix for Persuasive Due |

Final exam scheduled time to be announced.