EDEE 631 (3 credits)
Teaching Writing/Design with Children’s Literature and Multimodal Texts, PreK-3
Fall 2017
Tuesday 4:00-6:45pm ECTR 216

Instructor: Professor Linda Kasarjian
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(cell) 646-228-6123 Use during professional, weekday hours and please text before calling.
Please use email as a primary form of contact
Office hours: Wednesday 8:30-11:30am and 12:00-2:00pm

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:

- Learn pedagogy and content for the teaching of writing.
- Become familiar with a variety of children's literature.
- Use a variety of digital tools for use in writing instruction.
- 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
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)
- 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
• Readings assigned via course Google site.

Required Children’s Literature
Most weeks, students will be required to bring in children’s literature that supports the mode of writing being studied. Suggested lists will be provided on the class Google site. Books can be purchased or borrowed from your own sources.

Required Technology
Access to class Google site
Digital Device (iPad, tablet of any kind, laptop)
OAKS
Word
Working email through C of C
Understanding and use of digital applications such as Power Point, imovie, Voice Thread, or MovieMaker

Assignments  EDEE 631=120 points

Weekly Attendance, Preparedness and Participation (15 pts)
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 in both whole class and small group activities. Students will participate in a writing workshop during class. Readiness in independent writing, peer writing conferences and teacher writing conferences is expected. Participation in a face to face weekly book club/share to discuss picture books, series books, and non-fiction texts relevant to early childhood literacy learners is included in this grade.
Writing Workshop (30 pts)
Students will take part in a writing workshop that includes engaging in the writing/design process for 1) narrative, 2) informational, and 3) persuasive text. Students will draw upon mentor texts and further develop/publish one of the writing projects as a 4) digital story. Throughout the writing process, students will share their work with a writing partner, offering suggestions for revision, and assessing their own writing. Students are responsible for bringing 3 entries to class each week, in addition to writing during class. The instructor will use a rubric to evaluate students’ evaluations and products. Each component is 10 points.

Mini-lesson (15 pts)
Students will present one minilesson to the class. Completed lesson plans must be submitted 1 week prior to presenting, with the minilesson structure being followed. A minilesson template will be provided with lessons being assigned by the instructor. Students will sign up for a time slot on the class Google site. In addition to receiving written feedback from classmates, the instructor will use a rubric to evaluate each lesson.

Children’s Literature Matrix (20 pts)
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. 15-20 books are expected.

Midterm and Final Presentations (20 pts)
A midterm and final presentation (worth 7% and 13% respectively) will provide the opportunity to showcase what you have learned as it pertains to the workshop model of teaching. Presentations will be in group format with all members participating. Individual grades will be given.

Research Project (20pts)
Graduate students will propose a research topic around the topic of equity and inclusivity in the classroom. Topics may focus on marginalized students, students with disabilities, second language learners, diverse learners, the achievement gap, or topic of your choice approved by the instructor. Research papers are to be 5-8 pages in length and will include a minimum of 5 primary sources.

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. Two absences for ANY reason will be allowed; assignments due upon absence may be submitted prior to any planned absence. Upon a third 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 student control, a panel of professors will review the situation 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/](http://csl.cofc.edu/).

**Miscellaneous**

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.

It is essential that we all help to foster a collaborative learning environment, free of judgement and ridicule, where students feel welcome and are invited to share experiences, vulnerabilities and wonderings, and where opinions are honored and heard. That being said, it must be understood that demonstrating respect for one another at all times is non-negotiable.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings due on this date</th>
<th>Assignments due on this date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/22</td>
<td>Introductions, Course Overview, Read Alouds/Book Selection</td>
<td></td>
<td>In class writing workshop</td>
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<tr>
<td>Week 2 8/29</td>
<td>SCCCR Standards, Overview of Teaching Writing, The High Expectations of Young Writers</td>
<td>Standards for SC ELA Writing Gr K-2 (p.28-31 and Gr 3-5 (p.49-53) <a href="https://ed.sc.gov/sedoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf">https://ed.sc.gov/sedoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf</a>, Ch. 2 A Guide to the Common Core Writing Workshop (What do the CCSS say about writing, and what does this mean for us?)</td>
<td>Bring 2-3 favorite children’s texts to class with sticky note annotations of aspects of the text/illustrations that stand out to you. In class writing workshop.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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| 3    | 9/5  | Overview of Writing Workshop Entries (in class and out) | Ch. 3
A Guide to the Common Core Writing Workshop (The Pathway along Which Young Writers Progress) | Bring 2-3 children’s texts to class that you know **students love to hear read**, with sticky note annotations of those key components students respond to. |
|      |      | Development of Young Writers | Ch. 4
A Guide to the Common Core Writing Workshop (Necessities of Writing Instruction) | In class writing workshop. |
|      |      | Explain Writing Workshop Entries/Assignment | | |
| 4    | 9/12 | What is Narrative Writing? | Ch 7
A Guide to the Common Core Writing Workshop (Inside the Minilesson) | Bring children’s texts to class with sticky note annotations of key components of **narrative writing**. |
|      |      | Overview components of Literature Matrix Assignment | Ch 8.
A Guide to the Common Core Writing Workshop (Differentiated Feedback…) | Bring Writing Pathways to class. |
<p>|      |      | | | In class writing workshop. |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5</td>
<td>9/19</td>
<td>Examples of Minilessons</td>
<td>Studying exemplars and mentor texts</td>
<td>Ch 5 A Guide to the Common Core Writing Workshop (Provisioning a Writing Workshop) Bring children’s texts to class with sticky note annotations of key components of narrative writing. In class writing workshop</td>
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<tr>
<td>6</td>
<td>9/26</td>
<td>What is Informational Writing?</td>
<td>How to make this all work in a classroom?</td>
<td>Ch 6 A Guide to the Common Core Writing Workshop (Management Systems) Bring children’s texts to class with sticky note annotations of key components of informative writing. In class writing workshop Bring Writing Pathways to class Narrative Writing Piece due Student Lessons</td>
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<td>7</td>
<td>10/3</td>
<td>Making the work and success accessible to all</td>
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<td>Ch 9 A Guide to the Common Core Writing Workshop (Supporting Second Language Learners) Bring children’s texts to class with sticky note annotations of key components of informative writing. In class writing workshop</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Chs</td>
<td>Lesson Notes</td>
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<td>8</td>
<td>10/10</td>
<td>Finding the Joy, creating a safe space for writing</td>
<td>1-4</td>
<td>Joy Write</td>
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<td>Group minilessons for Midterm Grade</td>
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<td>9</td>
<td>Fall Break</td>
<td>The energy of writing in the classroom</td>
<td>5-8</td>
<td>Joy Write</td>
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<td></td>
<td>10/24</td>
<td>Peer Feedback</td>
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<td>Bring children’s texts to class with sticky note annotations of key components of <em>persuasive writing</em>.</td>
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<td>In class writing workshop</td>
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<td>Bring Writing Pathways to class</td>
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<td><strong>Informative Writing Piece Due</strong></td>
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<tr>
<td>11</td>
<td>10/31</td>
<td>Revising and Editing</td>
<td>9-12</td>
<td>Joy Write</td>
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<tr>
<td></td>
<td></td>
<td>Keeping classroom writing meaningful and motivating</td>
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<td>Bring children’s texts to class with sticky note annotations of key components of <em>persuasive writing</em>.</td>
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<td>In class writing workshop</td>
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<td><strong>Student Lessons</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
<td>Chapters</td>
<td>Reading Material</td>
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<tr>
<td>12</td>
<td>11/7</td>
<td>Assessment</td>
<td>Chs 2 and 3 Writing Pathways</td>
<td>In class writing workshop</td>
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<tr>
<td>13</td>
<td>11/14</td>
<td>Writing Celebrations Assessment</td>
<td>Chs 4 and 5 Writing Pathways</td>
<td>Persuasive Writing Piece Due</td>
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<tr>
<td>14</td>
<td>11/21</td>
<td>Writing Workshop in Your Classroom: Promises and Pitfalls. How to set up for success? Assessment</td>
<td>Chs 6 and 7 Writing Pathways</td>
<td>Student Lessons</td>
</tr>
<tr>
<td>15</td>
<td>11/28</td>
<td>Writing Celebration</td>
<td>Course Evaluations</td>
<td>Writing Workshop: Digital Story Due</td>
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*Working syllabus and subject to change
Course Final Date: TBD
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>ATTENDANCE</strong> and <strong>PUNCTUALITY</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student is always on time and regularly attends classes.</td>
<td>Student is absent one or two times or is occasionally late to class.</td>
<td>Student is late three times.</td>
<td>Student is late more than three times.</td>
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<tr>
<td><strong>PREPARATION</strong></td>
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<tr>
<td>Student is always prepared for class with assignments and required materials punctually.</td>
<td>Student is usually prepared for class with assignments and required materials, possibly attempting to submit some materials late because of forgotten materials.</td>
<td>Student is frequently unprepared for class with assignments and required materials, possibly attempting to submit some materials late. Student is lost about content.</td>
<td>Student is almost always unprepared for class with assignments and required materials, possibly attempting to submit some materials late.</td>
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<tr>
<td><strong>LEVEL OF ENGAGEMENT AND BEHAVIOR</strong></td>
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<td>Student consistently asks questions, participates in pair/group discussions, and consistently takes clear leadership role (either in whole or small group). Student consistently exhibits a positive and professional attitude.</td>
<td>Student often asks questions, and participates in pair/group discussions. Student often takes a leadership role (in whole or small group). Student often exhibits a positive and professional attitude.</td>
<td>Student rarely participates in class, struggles with pair/group discussions, and adds little to group efforts. Student often exhibits a negative and/or unprofessional attitude.</td>
<td>Student never participates in class, does not participate in pair/group discussions. Student brings negative and unprofessional attitude to the classroom and does nothing to improve his/her behavior.</td>
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</table>

Scores from midterm and final will be averaged.
Peer Response Guide For Writing

Use this form each time you respond to the writing of a classmate.

- What is best about this piece of writing?

- Is the opening interesting and attention getting? What, if anything, could help make it more so?

- What is the focus of this piece? Do all of the parts work to support the whole?

- Would it be possible to organize the ideas or events more clearly? How?

- Are there paragraphs and sentences clearly and logically connected? Where could transitions be introduced to make connections more clear?

- Has the writer told enough about each part of the subject? Where are more details needed?

- Where is the language precise and vivid? Where is the language vague or confusing?

- Where are there errors in usage, spelling, capitalization, or punctuation that need to be corrected?
Self-Assessment Guide

Use this form with each writing piece to evaluate your own writing by completing each sentence below.

• What I like best about this piece of writing is

• When I look back at this particular piece, the part I most enjoyed working on was

• The most difficult part of writing this piece was

• I was most successful at

• One thing I learned about writing from completing this piece was

• I would assess my work on this piece as (outstanding, good, fair, weak) because….

• One thing I need to improve in my next writing piece is

• One goal I would like to focus on in the future is