



Course Instructor

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Course Description

Welcome to the third and final BLIS course, which focuses on writing instruction. We will explore the topic from a number of angles, including: reading various voices in writing research and theory, learning and practicing strategies for teaching writing, analyzing student work, reading children’s literature, and—of course!—writing ourselves. Each week, we will ask you to connect the reading to your placement experience through a placement-course connection activity (e.g., interviews, working with students, or simply observing). These informal assignments do not require a formal write-up, but they will often be the starting point for conversation or included in quick-writes during class.

There are two written assignments, which you will work on throughout the quarter. The first is a personal narrative portfolio. Most weeks, we will model a writing lesson and you will participate as “students.” The artifacts from these lessons, along with short weekly writing assignments, will culminate in a final writing portfolio. We hope that you will be able to use these artifacts as models for your students when you become a teacher. For the second assignment, you will teach three writing lessons in your placement that focus on the process or craft of writing.

Course Goals

We hope that the course will help you to:

- Understand writing as a sociocultural endeavor, and recognize the value and influence of each student’s language, culture, gender, personal interests, and experiences on writing.
- Engage with writing, reflecting on and sharing your processes in ways that inform your teaching.
- Understand and value writing as a subject, and know how to demystify genre and craft—both for yourself and with your students.

- Learn strategies for planning units, teaching lessons, organizing instruction, and assessing in writing.
- Critique instructional programs—curriculum, pedagogy, and assessment—using writing research and theory.
- Begin to develop a vision for writing instruction, which includes a teaching philosophy and strategies for instantiating that philosophy in your classroom.

Attendance and Participation

Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class **or will be late**, please e-mail Heather. PLEASE BRING YOUR NOTEBOOK TO EVERY CLASS. PLEASE BRING THE READING AND/OR YOUR NOTES ON THE READING TO EVERY CLASS.

Course Texts

Ray, K.W. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, Illinois: National Council of Teachers of English.

Course reader. You can purchase the reader at Copy America on California Street.

Grading

All assignments are due at the day and time noted on the syllabus. Please note that many assignments will be used or discussed in class. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor *prior* to the day that the assignment is due. If no such arrangement is made, the assignments will be given a reduced grade. Grades will be based on the following:

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| Class Attendance/Participation (including placement-course connection activities) | 30% |
| Writing Instruction and Reflection | 40% |
| Personal Narrative Writing Portfolio | 30% |

About Assignments

Expectations:

Stanford Honor Code. Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others' work as your own and plagiarism. Please be sure that you cite others' ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to

<http://www.stanford.edu /dept/vpsa/judicialaffairs/guiding/honorcode.htm>.

Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at <http://swc.stanford.edu/>.

Hard Copies. Please provide hard copies of your assignments on the due dates.

Assignments:

1. Writing Lessons and Reflection. Using the pedagogical strategies covered in the course, you will plan, teach, and videotape three consecutive writing craft lessons that work toward an overarching goal. The lessons should focus on writing craft or process. Each lesson will include a minilesson (i.e., a 10 minute lesson), an independent writing time during which you will confer with students about their writing, and a closing. The assignment will include three detailed lesson plans, video of your teaching, and a reflection. We encourage you to combine these lessons with one of your supervisory observations.

Timeline:

- A detailed assignment sheet and sample plans will be provided on 2/2.
- Work with your CT to choose an appropriate overarching goal for developing writing craft or process. Discuss some ways that you might work toward that goal across three lessons.
- Meet with Heather to discuss your lesson ideas during the week of 2/16.
- Lesson plans are due Monday, 3/2 by midnight. Please e-mail your plans to Heather. You will receive feedback via email by 3/6.
- Teach lessons on Tuesday, 3/10, Wednesday, 3/11, and Thursday, 3/12. If these dates are not possible, please let Heather know ASAP.
- Complete project due on Thursday, 3/19.

2. Narrative Writing Portfolio (notebook, drafts, and final piece). You will write a personal narrative that can be used as a model in your writing instruction. In support of this work, you will also create notebook entries and drafts. Small assignments will be given throughout the quarter. It will be your job to keep track of these and collect them for the final portfolio. Expectations for the final product will be discussed toward the end of the quarter. The portfolio is due March 6 by 5:00 PM. We will share our final pieces on the last day of class.

Course Readings, Topics, and Assignments

| Date | Topics | Reading due | Assignments |
|-----------------|---|---|---|
| 1/7 (Weds) | <p>Six Traits</p> <p>Writing Part Two</p> <p>BLIS</p> <p>Minilessons</p> <p>Writing workshop</p> <p>Research-based Pedagogies for Teaching Writing</p> | <p>Graham, S., & Perin, D. (2007). <i>Effective strategies to improve writing of adolescents, in need of and high school</i>. Washington, DC: Alliance for Excellent Education, pp. 7-28.</p> <p>Ray, Chapter 3: Teaching and the Development of Writing Identities, pp. 29-40</p> <p>Ray, Chapter 9: Getting Ready to Teach, pp. 93-106</p> <p>Ray, Chapter 13: Focus Lessons: Whole-Class Teaching in the Writing Workshop, pp. 14-15</p> | <p>Writing notebook—see “For next time” handout</p> <p>Placement-course connection: Be ready to write and talk about your writing instruction observations (in your current placement and the field trip location) in light of the readings so far this quarter.</p> |
| 1/12 | <p>Introduction to Writing Workshop</p> <p>Lesson 4</p> <p>Developing a vision for writing instruction</p> <p>Writing workshop lesson 2</p> <p>Writing Process</p> | <p>Ray, Chapter 14: Understanding the Essential Characteristics of the Writing Workshop, pp. 1-15</p> <p>Dyson, A.H. (1991) What happen when a duck egg crack? or Unexamined assumptions of current writing pedagogy. <i>Quarterly of the National Writing Project and the Center for the Study of Writing</i>, 13(4), 27-30.</p> <p>Ray, Chapter 5: Time in the Workshop as a Predictable Event, pp. 51-57</p> <p>Chapman, M. (2006). Preschool through elementary writing. In Smagorinsky, P. (Ed.) <i>Research on writing to develop the reflective poet? two decades of change</i> (pp. 15-47). <i>The New York Teachers</i>, 7(4), pp. 280-288. pp. 31-40 are required reading.</p> <p>Samway, K.D. (2006). Gender, race, ethnicity, social class, and writing. In <i>OPWNA English Chapter 8: Understanding that Slightly Out of Hand Feeling in the Workshop</i>. Portsmouth, NH: Heinemann.</p> | <p>Writing notebook—see “For next time” handout</p> <p>Bring writing samples from the two children you observed and interviewed.</p> <p>Placement-course connection: Writing field trip.</p> <p>Revisit your ideas from day one about what a writing program should do.</p> <p>Observe students writing in your placement.</p> |
| 1/20 (Tues.) | <p>Research-based Pedagogies for Teaching Writing, continued</p> <p>Part One</p> <p>Finding Writing</p> <p>Writing Workshop</p> <p>Children’s Literature</p> <p>Writing Workshop Lesson 5</p> <p>Mid-quarter evaluation</p> | <p>Ray, Chapter 6: Organizing student writing like writers-72</p> <p>In <i>Wondrous Words: Writers and writing in the elementary classroom</i> (pp. 115-127). Urbana, Illinois: National Council of Teachers of English</p> <p>Pritchard, J. and Healey, L. (2007). Best practices in implementing a process approach to teaching writing. In Graham, S., MacArthur, C.A., and Fitzgerald, J. (Eds.), <i>Best practices in writing self-regulated development to support students who have “trubol giting thangs into werds.” Remedial and Special Education</i>, 29(2), pp. 78-89.</p> <p>McKeough, A. Palmer, J., Jarvey, M., and Bird, S. (2007). Best narrative TA writing products and literature from a developmental framework. In</p> <p>Graham, S., MacArthur, C.A., and Fitzgerald, J. (Eds.), <i>Best practices in writing instruction</i> (pp. 50-60). New York: Guilford.</p> <p>Dyson, A.H. (2003) A writing development remix. In <i>The Brothers and Sisters Learn to Write: Popular literacies in childhood and school cultures</i> (pp. 169-191). New York: Teachers College Press.</p> | <p>Writing notebook—see “For next time” handout</p> <p>Placement-course connection: Talk to your TA about an overarching goal you could teach toward in three writing lessons. Determine the dates for your teaching.</p> <p>As you read (and re-read) the assigned children’s books for your group, try using Ray’s heuristic for thinking about texts. Be prepared to discuss what you noticed about the writing in these books with your group mates. In class, you will be co-constructing a list of craft strategies found in the books to share with your cohort.</p> |

| Date | Topics | Reading due | Assignments |
|------|---|--|---|
| 2/9 | Conferring Sociocultural Nature of Genre Writing Workshop Lesson 6 | Ray: Chapter 14: Conferring: The Essential Teaching Act, pp. 155-171 McCarthy, S. (1994). Authors, text, and talk: The internalization of dialogue from social interaction during writing. <i>Reading Research Quarterly</i> . 29(3), 200-231. Lee, C. D., Rosenfeld, E., Mendenhall, R., Rivers, A., & Tynes, B. (2003). Cultural modeling as a framework for narrative analysis. In C. L. Dauite, C. (Ed.), <i>Narrative analysis: Studying the development of individuals in society</i> . Thousand Oaks, CA: Sage Publications. | Writing notebook —see “For next time” handout Placement-course connection: Choose one of the children that you investigated for 1/20 and 1/26. Copy a writing sample (or borrow the notebook/writing). Based on the student writing and what you know of the student, develop a character that you will enact in a mock writing conference on 2/9. |
| 2/16 | No class this week. Meet with Heather during office hours to talk about your lesson ideas. | | |
| 2/23 | Language and Writing Instruction Assessment Writing workshop lesson 7 | Samway, K.D. (2006). Core research about the writing of children who are ELLs. In <i>When English language learners write: Connecting research to practice, K-8</i> (pp. 21-60). Portsmouth, NH: Heinemann. Ray, Ch. 17: Assessment and Evaluation: The Questions Become the Curriculum, pp. 211-230. Lobeck, A. (2005). A critical approach to standard English. In K. Denham & A. Lobeck (Eds.), <i>Language in the schools: Integrating linguistic knowledge into K-12 teaching</i> (pp. 97-108). Mahwah, NJ: Lawrence Erlbaum Associates. Wheeler, R. (2005). Contrastive analysis and codeswitching: How and why to use the vernacular to teach standard English. In K. Denham & A. Lobeck (Eds.), <i>Language in the schools: Integrating linguistic knowledge into K-12 teaching</i> (pp. 171-179). Mahwah, NJ: Lawrence Erlbaum Associates. 80 pages | Writing notebook —see “For next time” handout Placement-course connection: Find a time to confer with a few students while they are writing. If there is no time in which writing is specifically taught, you can do this while children are journal writing, report writing, etc. Be ready to share how it went and what you learned in class on 2/23. |

| Date | Topics | Reading due | Assignments |
|------|--|--|---|
| 3/2 | What should a literacy curriculum do? Curricular Investigations Writing Workshop Lesson 8 | Ray: Ch. 10: The Nature of Workshop Curriculum, pp. 107-120 Ray, Ch. 11: Teaching a Whole Class of Very Individual Writers, pp. 121-127 Ray, Ch. 12: Whole-Class Units of Study in the Writing Workshop, pp. 129-140 Dyson, A.H. (2008). The pine cone wars: Studying writing in a community of children. <i>Language Arts</i> , 85(4), 305-315. Luke, A. and Freebody, P. (retrieved December 10, 2008). Further notes on the four resources model. From http://www.readingonline.org/research/lukefreebody.html#freebody Freire, P. (1977/1997). <i>Pedagogy of the Oppressed</i> (Chapter 2, pp. 52-67). 20 th Anniversary Edition. Trans. Myra Bergman Ramos. New York: Continuum Publishing. | Writing notebook —see “For next time” handout Writing Lesson Plans are due. You will receive feedback by Friday. If you would like feedback sooner, you can turn your lessons in on Friday via e-mail. Placement-course connection: Interview your CT about his/her notions of appropriate content for writing. |
| | | | Narrative Writing Portfolio is due to Heather’s box on Friday, March 6 by 5:00 PM. |
| 3/9 | Course Evaluations Writing Celebration Looking forward: Your vision for writing instruction | NONE | Placement-course connection: Teach your Writing Lessons Tuesday, 3/10, Wednesday, 3/11, and Thursday 3/12 Think about your vision for writing instruction. What is your philosophy, and how will you enact this in day-to-day teaching? |
| | | | Writing Lessons and Reflection due Thursday, March 19 in Heather’s box. Grades are due on the 24 th , so no extensions please! |