

**Professional Education Unit**

Department of English

**Summer I 2011**

Morehead Writing Project Summer Institute, ENG 608 & 609, Face to Face, Web Enhanced

Class: M-F, 9-4, June 6-July 1, Bert Combs Building , Room 308

Instructor: Deanna Mascle

Office: Combs 421D

Phone: 606-783-5280

Email: d.mascle@moreheadstate.edu

**Course Description: Prerequisites: unconditional acceptance to the graduate program; completion of formal application/interview/selection process and consent of instructor.
Corequisite: ENG 609. An invitational, intensive institute for practicing educators
and administrators that focuses on their development and training as writers and
writing teachers. Includes a yearlong follow-up obligation.**

**Central Goal:**

The National Writing Project is devoted to improving the teaching of writing. Central to that goal is the belief that teachers who write are better teachers of writing. Helping our Fellows learn and grow as writers is the primary goal of the Summer Institute.

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1) Understand and practice a variety of written genres spanning both creative writing and professional research;

2) Demonstrate an outstanding example of best practice writing instruction and reflect on ways that the lessons demonstrated by peers can be differentiated to serve varying student needs;

3) Design and implement an inquiry project focused on a specific challenge in one’s own classroom practice;

4) Understand and apply NCTE/IRA Standards, Kentucky Core Academic Standards, and Education Professional Standards as well as the central beliefs of the National Writing Project to serve as a professional leader in one’s own school and district.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

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| **Program: Reading/Writing Literacy Specialist Morehead Writing Project Summer Institute** |
| **Aligned with** **Assessment** **(point values)** |  **Kentucky** **Teacher** **Standards** **(KYS)** | **Kentucky Core Academic Standards (KCAS)**  |  **Education** **Professional**  **Standards**  **Board** **(EPSB)** | **NCATE** |
| Pre-Institute reading and discussion (10 points)CFO: 1-5SLO: 1-2 | 1-10 | Reading 1-10Speaking & Listening 1-6Language 1-6 | Diversity, Literacy, Achievement Gap, Technology | 1-4 |
| Reflection journals (10 points)CFO: 1-5SLO: 1-4 | 1-10 | Writing 1-10Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |
| Teaching demonstration (10 points)CFO: 1-5SLO: 1-4 | 1-10 | Speaking & Listening 1-6Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |
| Writing group (10 points)CFO: 1-5SLO: 1-4 | 1-10 | Writing 1-10Speaking & Listening 1-6Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |
| Book group (10 points)CFO: 1-5SLO: 1-4 | 1-10 | Reading 1-10Speaking & Listening 1-6Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |
| 3 writing pieces (15 points)CFO: 1-5SLO: 1-4 | 1, 4, 5, 6, 7 | Writing 1-10Language 1-6 | Literacy, Technology | 1-4 |
| Inquiry project (15 points)CFO: 1-5SLO: 1-4 | 1-10 | Reading 1-10Writing 1-10Speaking & Listening 1-6Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |
| Portfolio (20 points)CFO: 1-5SLO: 1-4 | 1-10 | Writing 1-10Speaking & Listening 1-6Language 1-6 | Diversity, Assessment, Literacy, Achievement Gap, Technology | 1-4 |

**Assignment Descriptions:**

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| **Program: Reading/Writing Literacy Specialist ENG 608 & 609** |
| **Assessment (point value)** |  **Description**  |
| Pre-Institute reading and discussion (10 points) | You will read One Year to the Writing Life and respond to five writing prompts with the goal to bring a polished draft with you to the first face-to-face meeting on June 13. You will also engage in collaborative discussion in Edmodo to support your reading and reflection in your journals. |
| Reflection journals (10 points) | You will reflect in your journals 3-5 days per week during the SI and once a week during the follow-up year. Prompts include: What did you learn as a writer? What did you learn as a teacher? Tell us about your journey as a writer, teacher, and researcher. |
| Teaching demonstration (10 points) | Teach a lesson based on best practice to the Summer Institute; prepare a handout (in addition to the materials necessary for other teachers to implement your lesson) which includes learning objectives, assessment, rationale, and Common Core Standards and Learning Targets. |
| Writing group (10 points) | Active participation in your assigned writing groups requires bringing a new or revised piece to each group meeting and providing support and feedback for group members. |
| Book group (10 points) | Each book group will engage in an inquiry-based discussion of the text assigned to your group and then prepare a presentation on the book to the larger group during one of our follow-up meetings. |
| 3 writing pieces (15 points) | Three polished pieces of publishable writing must be completed by the end of the SI including one professional article based on peer-reviewed research. |
| Inquiry project (15 points) | Create and implement a plan to investigate a concern or challenge regarding your practice and pedagogy then create a final electronic deliverable to be shared with the larger Morehead Writing Project community regarding the findings and lessons of your project. |
| Portfolio (20 points) | Documented evidence of your evolution during the Morehead Writing Project Summer Institute experience as a writer, reflective practitioner, researcher, and leader. This is not intended to document only success but also failure and struggles as well as the questions and challenges you encountered on your journey. |

**Grading Scale:**

A = 91-100

B = 81-90

C = 71-80

D = 61-70

E = 60 and below

**Required resources:**

* One Year to a Writing Life: Twelve Lessons to Deepen Every Writer's Art and Craft by Susan M. Tiberghien
* Writing journal
* Edmodo

**Book Group Choices:**

* From High School to College: Improving Opportunities for Success in Postsecondary Education by Michael W. Kirst and Andrea Venezia
* In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration Study by Katie Wood Ray
* Inside Out: Strategies for Teaching Writing, 3/e by Tom Liner, Dawn Latta Kirby and Dan Kirby
* Writing Circles: Kids Revolutionize Workshop by James Vopat
* Writing Outside Your Comfort Zone: Helping Students Navigate Unfamiliar Genres by Cathy Fleischer and Sarah Andrew-Vaughan

# Additional Reading (more articles will be provided to address issues that arise during discussions):

* Learning “schooled literacy”: The literate life histories of mainstream student readers and writers by Rick Evans
* Writing About Literacies: Assignments and Advice (from “Writing About Writing”)
* Literacy Narratives as Genres of Possibility: Students’ Voices, Reflective Writing, and Rhetorical Awareness by Susan DeRosa
* Unsettling Drafts: Helping Students See New Possibilities in Their Writing by Susan Tchudi, Heidi Estrem, Patti-Anne Hanlon
* Research Matters: "Process Teaching" and Content Feedback on Students' Drafts by Rick VanDeWeghe
* Shitty First Drafts by Anne Lamott (from “Bird by Bird”)
* Reading as Situated Language: A sociocognitive perspective by James Gee
* The Writer’s Toolbox: Five Tools for Active Revision Instruction by Laura Harper

**Course Evaluation:**

Pre-Institute reading and discussion activities 10%

Reflection journals 10%

Teaching demonstration 10%

Writing group participation & final report 10%

Book group participation& final report 10%

3 polished writing pieces 15%

Inquiry project & final report 15%

Portfolio 20%

**Attendance Policy:**

Daily attendance at the Summer Institute is expected.

**Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

**Americans with Disabilities Act (ADA)**In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188,  or e.day@moreheadstate.edu

**Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**Course Calendar:**

**ENG 608 & 609**

**Summer I 2011 Tentative Daily Schedule**

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|  Date |  Topic |  Readings |  Assignments Due |
| Mon June 6 | Discussion via Edmodo “What is a writer?” and “Are you a writer?” | Intro of “One Year” | Journal entry, reading, respond to writing prompts at end of chapter |
| Tues June 7 | Discussion via Edmodo “What is a writing group and how do you create an effective one?” | Ch. 1 of “One Year” | Journal entry, reading, respond to writing prompts at end of chapter |
| Wed June 8 | Discussion via Edmodo of “Creative Nonfiction Techniques” | Ch. 2 of “One Year” | Journal entry, reading, respond to writing prompts at end of chapter |
| Thurs June 9 | Discussion via Edmodo of your chosen chapter sharing lessons and questions that arose | One ch. (3-10) of “One Year” | Journal entry, reading, respond to writing prompts at end of chapter |
| Fri June 10 | Discussion via Edmodo of “Revision & Rewriting” and “Wrapping up the text” | Ch. 11-12 of “One Year” | Journal entry, reading, respond to writing prompts at end of chapter |
| Mon June 13 | Community Building |  | Share Life Map, Me Museum or Digital Story |
| Tues June 14 | Author’s Agenda; Music and Writing; Figurative Language; Personal Narrative |  | Writing Groups |
| Wed June 15 | Crystal Wilkinson presentation & writing workshop |  |  |
| Thurs June 16 | Peer editing, Descriptive Details, Multi-Genre |  | Writing Groups |
| Fri June 17 | George Eklund presentation & writing workshop |  |  |
| Mon June 20 | Main idea, poetry |  | Writing Groups |
| Tues June 21 | Poetry, math stories, descriptive writing | Reading Group book (begin) | Reading Groups |
| Wed June 22 | Inquiry project, writing process, writing walk-about, writing workshop |  |  |
| Thurs June 23 | Harnessing social media to jumpstart writing, four-square model |  | Writing Groups |
| Fri June 24 | How-to writing, math stories, writing workshop |  | Sharing Time |
| Mon June 27 | Social Justice guest speakers: Deborah Batiste from Anti-Defamation League & Holocaust Educator Stephanie Smith |  |  |
| Tues June 28 | Circle stories, persuasive writing, writing workshop |  |  |
| Wed June 29 | Digital storytelling, writing workshop |  | Reading Groups (plan for reading, discussing, sharing during f/u year) |
| Thurs June 30 | Publishing, writing workshop |  |  |
| Fri July 1 | Closing activities (private), Showcase (public) |  | 3 polished pieces of writing |
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