

## UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

**UNIT:** School of Education

**DEPARTMENT:** Curriculum & Instruction

### COURSE SYLLABUS FOR FALL 2006

**Course Prefix and Number:** CUI 640-21 (Thursdays, 4:00-6:50, Siler City Elementary School Media Center/Chatham County Cohort)

**Course Title:** Writing Instruction in the Elementary and Middle Grades

**Credits:** 3:3

**Course Prerequisites/Corequisites:** Prior admission to M.Ed./Teacher Leadership Track in Reading Education or permission of instructor

**For Whom Planned:** This course is a required course for M.Ed. students on the Teacher Leadership Track in Reading Education and can serve as a concentration or elective course for other students in the M.Ed./Teacher Leadership Track or reading add-on certification program. Doctoral and other graduate students may take this course with permission of instructor.

#### **Instructor Information:**

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Office Hours: After class and by appointment

**Course Purpose/Catalog Description:** This course is based on the premise that the best teachers of writing are writers themselves, and that they use their knowledge of what they do as writers to inform their instruction. According to the course catalog, this course “interrelates knowledge, research, and practice in teaching writing as a process in elementary and middle grades [and focuses on] implementing the writing process across the curriculum.”

**Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**Course Goals and/or Objectives/Student Learning Outcomes:** In this course, you will demonstrate:

- Learning, affirmation, and sharing of effective, research-verified practices in writing pedagogy
- Knowledge of the practices of excellent teachers of writing
- Participation in a Writing Workshop to inform your expertise as a writer and as a teacher of writing
- Knowledge of issues and trends in the teaching of writing
- Understanding of the diverse needs of students and their communication styles
- Understanding of the features of the process model of teaching writing
- Knowledge of current research findings relevant to teaching writing
- Ability to create and implement effective writing assignments
- Ability to assess writing effectively using multiple approaches including tools such as rubrics and portfolios
- Ability to evaluate the quality and growth of your own writing as well as that of your students and peers
- Ability to reflect on your own teaching of writing

This course meets the following North Carolina Department of Public Instruction (NCDPI), Advanced Competency (AC), and International Reading Association (IRA) standards:

NCDPI and AC:

- 1.1 The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research
- 1.2 The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes
- 1.4 The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning
- 2.3 The candidate reflects on and modifies instruction that fosters student learning
- 3.1 The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials
- 3.3 The candidate investigates educational problems through action research [processes]
- 5.3 The candidate participates, formally and informally, in appropriate professional communities

NCDPI and IRA:

- 1.2 Demonstrate knowledge of reading research and histories of reading
- 1.3 Demonstrate knowledge of language, reading, and writing development
- 4.1 Use learners' interests, reading abilities, and backgrounds as foundations for the reading and writing program
- 4.3 Model and share use of reading and writing for real purposes in daily life
- 4.4 Motivate learners to be lifelong readers and writers
- 5.3 Work with colleagues to evaluate and provide feedback on each other's practice

**Teaching Strategies:** Teaching strategies for this course include lecture, class discussion, collaborative group work, Writer's Workshop participation, individual conferences, and case-based discussions

## Evaluation Methods and Guidelines for Assignments:

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

- A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features.**
- B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.
- C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.
- D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.
- F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or dispositions (including our community expectations) if, in his or her judgment, the work and/or dispositions of the student warrants it.

I will use the following scale to help determine letter grades:

- A            95-100 points
- A -         90-94 points
- B +         87-89 points
- B            83-86 points
- B -         80-82 points
- C +         77-79 points
- C            73-76 points
- C -         70-72 points
- D +         67-69 points
- D            63-66 points

- D- 60-62 points
- F 59 or less points

Unless you contact me in advance **IN WRITING** to make pre-approved arrangements and to inform me as to why your assignment will be submitted late, I will deduct 1 point per hour beginning on the day/time that your assignment was due for a late assignment, and will continue deducting points until you submit the assignment. **LATE WORK WILL NOT BE ACCEPTED FOR THE FINAL EXAM UNLESS YOU HAVE RECEIVED WRITTEN PERMISSION FROM ME PRIOR TO THE FINAL EXAM DATE SPECIFYING THAT YOU HAVE MY PERMISSION TO SUBMIT THIS WORK LATE.** I am under a challenging time constraint during the final exam period and cannot be flexible.

Your grade for the course will be determined by your performance on each of the following assignments:

- **ATTENDANCE AND PROFESSIONAL PARTICIPATION** (28 points) (NCDPI/AC 2.3, 3.1; NCDPI/IRA 1.2, 1.3, 4.3, 5.3) Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class--come to class on time, complete and reflect on all readings (i.e., mark points that you would like to discuss and note any questions that you would like to ask from the readings), complete thoughtfully all of your writings and CD/DVD assignments, and complete all other assignments as listed on the course schedule (e.g., writing toolbox, writing notebook, and writing drafts). I will assess your work on these assignments during regularly scheduled times during the course and during “spot checks.”

Please monitor your participation in our class, that is, participating actively but not dominating discussion, engaging thoughtfully in all aspects of Writing Workshop and all other class components, and putting forth your best efforts and intentions during each class period. You will earn 2 points for each of 14 class sessions (not including our final exam class) in which you meet the aforementioned expectations and the community expectations that we established on the first day of class. Your positive, thoughtful, reflective, and prepared participation in this class is essential to the success of our classroom community.

- **IDEA OR RESOURCE SHARE** (12 points) (NCDPI/AC 1.4, 3.1, 5.3; NCDPI/IRA 1.3, 5.3) The purpose of this assignment is to share with your colleagues ideas and resources that they may find helpful as writers and/or as teachers of writing. During class sessions #11 (Writer’s Craft, Grammar, and Conventions), #12 (Writing Conferences and Author’s Chair) and #13 (Writing Assessment and Testing), please bring an idea or resource related to each of these topics on the designated day on the schedule. You will share this idea or resource with a small group of your colleagues on the designated day. I will provide examples of such ideas or resources in class. You will earn four points for each idea or resource that you share in class connected to the class topic as long as it is evidence-based, applicable to writing or to the teaching of writing, and has the potential to be of use to your colleagues. You will have approximately 3 minutes to share this idea or resource with your colleagues informally. You have the option (not required) of bringing handouts about this idea or resource for your colleagues as you deem appropriate or helpful.

- **ENRICHMENT READING BLACKBOARD POSTING** (10 points) (NCDPI/AC 1.4, 3.1, 5.3; NCDPI/IRA 1.2). The purpose of this assignment is for you to enrich your understanding of the concepts and principles that we learned in this course related to Writing Workshop and principles of “best-practice” writing instruction. Accordingly, you will post a 2-3 page response on Blackboard on the Discussion Board by the date listed on the topical outline so that your colleagues can read and learn from your response. Specifically, you will (a) provide a brief synthesis (not summary) of your text, (b) detail a few major points of the text to which you connected (in either a positive or a negative way), (c) offer a few examples of how points from the text connected to some of the major concepts that we discussed in class, (d) posit a few ways that educators could use ideas from this text in their own teaching of writing, and (e) write a brief critique of this text (e.g., whether you would recommend this text to colleagues and why). You will earn 2 points for each of the aforementioned criteria that you meet. For this assignment, you will choose ONE of the following texts to read independently. I strongly advise and recommend that you read and think about this text throughout this semester so that you are ready to post your response on Blackboard when the time comes.
  - Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning, 2<sup>nd</sup> edition*. Portsmouth, NH: Heinemann.
  - Bomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school*. Portsmouth, NH: Heinemann.
  - Bullock, R. (Ed.) (1998). *Why workshop? Changing course in 7-12 English*. Portland, ME: Stenhouse.
  - Calkins, L, and The Teacher College Reading and Writing Project (2003/2006). *Calkins Units of Study Bundle*. Portsmouth, NH: FirstHand/Heinemann. (NOTE: There are 2 bundles. You are only required to read one bundles/set of texts. One bundle is for the primary grades (K-2) and one is for Grades 3-5).
  - Cunningham, P.M., Cunningham, J.W., Hall, D.P., & Moore, S.A. (2005). *Writing the four-blocks way*. Greensboro, NC: Carson-Dellosa.
  - Dean, D. (2006). *Strategic writing and beyond: The writing process and beyond in the secondary English classroom*. Urbana: NCTE.
  - Dorn, L.J., & Soffos, C. (2001). *Scaffolding young writers: A writers’ workshop approach*. Portsmouth, NH: Heinemann.
  - Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
  - Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
  - National Writing Project and Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. San Francisco: Jossey-Bass.
  - Overmeyer, M. (2005). *When writing workshop isn’t working*. Portland, ME: Stenhouse.
  - Ray, K.W., with Cleveland, L.B. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann.
  - Ray, K.W., with Laminack, L. (2001). *The writing workshop: Working through the hard parts (and they’re all hard parts)*. Urbana: NCTE.
  - Samway, K.D. (2006). *When English language learners write: Connecting research to practice*. Portsmouth, NH: Heinemann.
  - Urbanski, C.D. (2006). *Using the workshop approach in the high school English classroom*. Thousand Oaks, CA: Corwin.

- **WRITING WORKSHOP PUBLICATION/REFLECTION/SHARING, AND “TOP 10” LIST PROJECT (FINAL EXAM)** (50 points) (NCDPI/AC 1.1, 1.2, 1.4, 2.3, 3.1, 3.3, 5.3; NCDPI/IRA 1.2, 1.3, 4.1, 4.3, 4.4, 5.3)

You will be working on this assignment throughout the course. The purpose of this assignment is for you to synthesize and reflect on your role as a writer and as a teacher of writing. This assignment has four parts:

- **WRITING WORKSHOP PUBLICATION** (18 points): Of the four genres we studied during this course and the four final drafts that you completed, you will select ONE final draft to publish (meaning that you will revise and edit this piece thoroughly) that you believe is representative of your best work as a writer. You may publish this piece in any way that you choose—consider using illustrations, graphics, etc. This piece will be evaluated (a) according to the “6 + 1 Trait Writing” rubric (e.g., Culham, 2003) that we discussed in class (0, 1, or 2 points earned for each of the traits) and (b) according to the criteria that we establish in class for the genre that you published (e.g., if you chose to publish an informational or feature article, your piece needs to meet the criteria that we established for a quality piece of writing in that genre). You will earn 0, 1, 2, 3, or 4 points according to my evaluation of how well your piece met the established criteria for that genre. You will submit this publication to me on the last day of class.
- **WRITING WORKSHOP PUBLICATION REFLECTION** (8 points): For this aspect of your assignment, you will reflect on your selected publication. Specifically, I would like for you to include: (a) The origins of this piece (that is, how this piece evolved and/or how the idea for this piece originated from your Writer’s Notebook or other sources), (b) The intended audience for this piece (your audience includes, but is not limited to, your colleagues in this class and me), (c) WHY you consider this publication to be representative of your best work as a writer, and (d) what this piece “says” about you as a writer and/or a teacher of writing. You will earn 2 points for the thorough and thoughtful description of each of the aforementioned (a-d) criteria. I would expect each criterion description to be approximately 1-2 paragraphs each, resulting in an approximately 2-4 page reflection.
- **WRITING WORKSHOP PUBLICATION SHARING** (4 points): During our last class session, you will share with the whole class your publication. If you share your publication in class in a thoughtful, reflective, positive, and professional way, expect to earn full credit for this aspect of your assignment.
- **“TOP 10” LIST** (20 points—2 points for each item on your list): For this final component of your project, you will describe the 10 most important things that you learned as a result of your work in this course about teaching writing, and how you will use this learning in your future teaching. I would think that each description/item would

be approximately one full paragraph, resulting in a 3-6 page paper. Please be specific in telling me what you learned and how you will use what you learned in teaching writing. You will earn 2 points for each item/description that meets the following criteria:

- Item represents an important concept from the course--.5 points
  - Description is clear, specific, and thoughtfully written--.5 points
  - Item has clear implications for and/or applications to the teaching of writing--.5 points
  - Item has clear connection to “best-practice” research and/or theory in writing--.5 points
- **Ph.D. Students Only--** For Ph.D. students taking this course, you need to (a) write a 3-5 page essay in which you describe how your work in this course contributed to your own research and/or future or current instruction at the university level and (b) read three of the recommended articles listed on this syllabus and write a 3-6 page critique and reflection (NOT a summary) of these articles. These assignments are due along with your final exam/course project. If you choose not to complete these assignments, you will receive a one-letter grade deduction for the course.

**Required Text(s)/Materials/Readings:**

- One Writer’s Notebook (can be a spiral notebook or a journal)
- One five-subject notebook with tabs
- Two, two-pocket folders
- One pack of loose-leaf notebook paper
- Pack of index cards (any size)
- Access to a DVD player
- Graves, D.H., & Kittle, P. (2005). *Inside writing: How to teach the details of craft*. Portsmouth, NH: Heinemann.
- Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann
- ONE text of your choice from the list under the “Enrichment Reading Blackboard Posting” assignment description

**Topical Outline:**

Class Session, Date, and Topic	Readings and accompanying CD/DVD viewings due from <i>Writing Essentials</i>	Readings and accompanying CD/DVD viewings due from <i>Inside Writing</i>	Writer's Notebook Entries due (15 minutes of writing minimum) from suggested "My Quick Writes" topics or from other sources/ your choice	Written or other assignments due
Session 1, 8/17, NEW BEGINNINGS!				
Session 2, 8/24, Course overview and introduction to the Writer's Notebook and quick writes	Read the introductory material	Pages VI-5	Read the introduction to <i>My Quick Writes</i>	
Session 3, 8/31, An overview of writing instruction, the Writing Workshop, and the Writer's Notebook	Chapters 1-3	Pages 47-56; 76-84; and Appendix A	Possible quick writes: Page 9, 10, 15, 16, 17, 27, 29, 30, 33, 34, or 38	
Session 4, 9/7, The Writing Workshop and "finding the thread" in writing	Chapters 5 and 8	Pages 7-21 and 56-63	Possible quick writes: Page 20, 21, 22, 23, 25, 26, 31, 35, 36, 37, or 39	
Session 5, 9/14, Genre study/unit: Personal narrative or memoir		Appendix D	Possible quick writes: Page 6, 7, 8, 13, 18, 24, 28, 30	Conferences with and Author's Chair for Group A  Please bring in an example of a published personal narrative or memoir that you love!

Class Session, Date, and Topic	Readings and accompanying CD/DVD viewings due from <i>Writing Essentials</i>	Readings and accompanying CD/DVD viewings due from <i>Inside Writing</i>	Writer's Notebook Entries due (15 minutes of writing minimum) from suggested "My Quick Writes" topics or from other sources/ your choice	Written or other assignments due
Session 6, 9/21, Genre study/unit: Personal narrative or memoir				<p>Initial draft of personal narrative or memoir due</p> <p>Please bring in an example of a published personal narrative or memoir that you love!</p> <p>Conferences with and Sharing for Group B</p>
Session 7, 9/28, Genre study/unit: Fictional narrative		Pages 36-45	Possible choices on pages 76-84	<p>Conferences with and Sharing for Group C</p> <p>Final draft of personal narrative or memoir due</p> <p>Please bring in an example of a published fictional narrative that you love!</p>

Class Session, Date, and Topic	Readings and accompanying CD/DVD viewings due from <i>Writing Essentials</i>	Readings and accompanying CD/DVD viewings due from <i>Inside Writing</i>	Writer's Notebook Entries due (15 minutes of writing minimum) from suggested "My Quick Writes" topics or from other sources/ your choice	Written or other assignments due
Session 8, 10/5, Genre study/unit: Fictional narrative				Conferences with and sharing for Group D  Please bring in an example of a published fictional narrative that you love!  Fictional narrative initial draft due
Session 9, 10/12, Genre study/unit: Informational or feature article		Pages 17-top of 21; 29-top of 36	Possible choices on pages 40-51 or 68-75	Conferences with and sharing for Group E  Please bring in an example of a published informational or feature article that you love!  Fictional narrative final draft due

Class Session, Date, and Topic	Readings and accompanying CD/DVD viewings due from <i>Writing Essentials</i>	Readings and accompanying CD/DVD viewings due from <i>Inside Writing</i>	Writer's Notebook Entries due (15 minutes of writing minimum) from suggested "My Quick Writes" topics or from other sources/ your choice	Written or other assignments due
Session 10, 10/19, Genre study/unit: Informational or feature article				<p>Conferences with and sharing for Group F</p> <p>Please bring in an example of a published informational or feature article that you love!</p> <p>Informational or feature article initial draft due</p>
Session 11, 10/26, Genre study/unit: Poetry		Pages 21-29	Possible choices on pages 52-67	<p>Conferences with and sharing for Group G</p> <p>Please bring in an example of a published poem that you love!</p> <p>Informational or feature article final draft due</p>

Class Session, Date, and Topic	Readings and accompanying CD/DVD viewings due from <i>Writing Essentials</i>	Readings and accompanying CD/DVD viewings due from <i>Inside Writing</i>	Writer's Notebook Entries due (15 minutes of writing minimum) from suggested "My Quick Writes" topics or from other sources/ your choice	Written or other assignments due
Session 12, 11/2, Writer's craft, grammar, and conventions	Chapters 4, 6, and 7	Pages 63-top of 70		Poetry final draft due  Idea or resource share due
Session 13, 11/9, Writing conferences and author's chair	Chapter 9 and Section 5 with DVD	Pages 70-76, 84-96, and Appendices B and C		Idea or resource share due
Session 14, 11/16, Writing assessment and testing	Chapter 10			Idea or resource share due  Enrichment reading Blackboard posting due  HOLIDAY 11/23
Session 15, 11/30 Writing groups and putting it all together	Chapters 11-12			5 copies of one of your final drafts that will be your final publication due  READ all Blackboard postings before coming to class
Final Exam Session, 12/7 Author Celebration/Sharing Day, Last class, Course evaluations				Writing Workshop project/final exam due

**Other Information:**

*Workload*-- This course is a three credit-hour course that meets daily for 2.5 hours per session. In addition to these contact hours, you should plan to spend at least one hour out of class in preparing assignments and reading for this course for every credit hour, meaning that you should plan to work, on average, approximately 2.5 hours outside of class for each class session.

*Community Expectations*-- All participants are expected to follow the community expectations that we set at the beginning of the semester throughout the course. In this class, we will create a learning community. In all aspects of our communications with one another, we will remain professional, positive, and helpful. In my role as a facilitator, I will guide and support your learning; however, you are responsible for your learning in this course.

You are bound by the UNC-G Academic Integrity Code in all aspects of your work. You may find this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. For purposes of this class, abiding by the Honor Code means that you cite all of the references from which you found information, that you completed your own work without the assistance of other people (unless I indicate otherwise), and that you completed your work to the best of your ability and with integrity.

*Attendance and Participation*--Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class, that is, come to class on time, having completed and reflected on all readings (i.e., marking points that you would like to discuss and noting any questions that you would like to ask from the readings) and other assignments. Please monitor your participation in our class, that is, participating actively, professionally, and positively; but not dominating discussion.

The attendance policy of the Department Curriculum and Instruction is that 4 absences [REGARDLESS OF THE REASON FOR THE ABSENCES] equate to an “F” for the course, 2 [unexcused] absences equate to a one-letter grade [10 point] deduction from your final course grade, and that 4 tardies (arriving late or leaving early) equate to one absence. For purposes of this class, up to two absences may be “excused” (meaning that you will not receive the letter-grade deduction from your course grade but that you will nonetheless not have the opportunity to earn “attendance and participation points” as described earlier in this syllabus) if you do the following:

- Contact me by email or voice mail prior to the absence and let me know that you will be absent,
- Submit to me THE NEXT CLASS PERIOD (late work will not be accepted) a 3-5 page reflection on the readings that we discussed during the missed class period (as applicable) AND any work that you were supposed to submit on that date, and
- Submit a statement telling me that you downloaded lecture notes from Blackboard (as applicable) and that you obtained class notes, handouts, and announcements from a class member (please provide the name of the class member).

*Course Support*--Handouts and lecture notes can be downloaded from the Blackboard platform ([blackboard.uncg.edu](http://blackboard.uncg.edu)). You will need to know your username and password. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard.

## Recommended Texts and/or Readings:

### SELECTED JOURNAL ARTICLES AND BOOKS ON WRITING

- Allen, J. et al. (2002). PhOLKS lore: Learning from photographs, families, and children. *Language Arts*, 79, 297-309.
- Anderson, J. (2003). Naming names: A concrete way to help students write. *Voices From the Middle*, 11, 27-31.
- Atwell, N. (2003). Hard trying and these recipes. *Voices From the Middle*, 11, 16-19.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*, 2<sup>nd</sup> edition. Portsmouth, NH: Heinemann.
- Baldwin, D. (2004). A guide to standardized writing assessment. *Educational Leadership*, 62, 72-75.
- Berrill, D.P., & Gall, M. (1999). On the carpet: Emergent writer/readers' letter sharing in a penpal program. *Language Arts*, 76, 470-478.
- Bintz, W.P., & Dillard, J. (2004). Seeing writing instruction differently: Lessons with lasting impressions. *Language Arts*, 82, 110-119.
- Birch, B. (2001). Grammar standards: It's all in your attitude. *Language Arts*, 78, 535-542.
- Broaddus, K. & Ivey, G. (2002). Surprising the writer: Discovering details through research and reading. *Language Arts*, 80, 23-30.
- Buckner, A. (2005). *Notebook know-how: Strategies for the writer's notebook*. New York: Stenhouse.
- Burns, M. (2004). (2004). Writing in math. *Educational Leadership*, 62, 30-33.
- Byars, B. (1991). *The moon and I*. New York: Simon and Schuster.
- Calkins, L.M. (1994). *The art of teaching writing (New edition)*. Portsmouth, NH: Heinemann.
- Calkins, L, and The Teacher College Reading and Writing Project (2006). *Calkins Units of Study Bundle*. Portsmouth, NH: FirstHand/Heinemann.
- Calkins, L., Hartman, A. ,& White, Zoe. (2005). *One to one: The art of conferring with young writers*. Portsmouth, NH: Heinemann.
- Calkins, L.M., with Harwayne, S. (1991). *Living between the lines*. Portsmouth, NH: Heinemann.
- Calkins, L.M., & Harwayne, S. (1987). *The writing workshop: A world of difference (A guide for staff development)*. Portsmouth, NH: Heinemann.
- Cambourne, B. (2001). What do I do with the rest of the class? The nature of teacher-learning activities. *Language Arts*, 79, 124-135.
- Chihak, J. (1999). Success is in the details: Publishing to validate elementary authors. *Language Arts*, 76, 491-499.
- Claggett, F. , with Brown, J., Patterson, N., & Reid, L. (2005). *Teaching writing: Craft, art, and genre*. Urbana: NCTE.
- Cohen, B. (2004). The Zine project: Writing with a personal perspective. *Language Arts*, 82, 129-138.
- Csak, N.L.B. (2002). What's important when you're six? Valuing children's oral stories. *Language Arts*, 79, 488-497.
- Culham, R. (2003). *6+1 traits of writing: The complete guide grades 3 and up*. New York: Scholastic.
- Culham, R. (2005). *6+1 traits of writing: The complete guide grades for the primary grades*. New York: Scholastic.

- Dean, D. (2003). Framing texts: New strategies for student writers. *Voices From the Middle, 11*, 32-35.
- Dean, D. (2006). *Strategic writing and beyond: The writing process and beyond in the secondary English classroom*. Urbana: NCTE.
- Dressel, J.H (2004). About writing: A letter to Stacie. *Language Arts, 82*, 95-99.
- Elbow, P. (1981). *Writing with power: Techniques for mastering the writing process*. New York: Oxford University Press.
- Fletcher, R. (2003). *A writer's notebook: Unlocking the writer within you*. New York: HarperTrophy.
- Fletcher, R. (2002). *Poetry matters: Writing a poem from the inside out*. New York: HarperTrophy.
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
- Fletcher, R., & Portalupi, J. (1998). *Craft lessons: Teaching writing K-8*. Portland, ME: Stenhouse.
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Franks, L. (2001). Charcoal clouds and weather writing: Inviting science to a middle school language-arts classroom. *Language Arts, 78*, 319-324.
- Glaswel, K., Parr, J.M., & McNaughton, S. (2003). Four ways to work against yourself with struggling writers. *Language Arts, 80*, 291-298.
- Grace, C.M. (2004). Exploring the African American oral tradition: Instructional implications for literacy learning. *Language Arts, 81*, 481-490.
- Graves, D.H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
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#### SELECTED JOURNALS

*American Educational Research Journal*  
*Educational Psychologist*  
*Educational Leadership*  
*Educational Researcher*  
*Elementary School Journal*  
*English Journal*  
*Harvard Educational Review*  
*Journal of Adolescent and Adult Literacy*  
*Journal of Educational Psychology*  
*Journal of Literacy Research*  
*Language Arts*  
*Reading Research and Instruction*  
*Reading Research Quarterly*  
*Research in the Teaching of English*  
*The Reading Teacher*  
*Review of Educational Research*  
*Scientific Studies of Reading*  
*Voices in the Middle*

#### SELECTED WEBSITES

Balanced Literacy

[http://comsewogue.k12.ny.us/~rstewart/k2002/Teachers/Balanced\\_Literacy/balancedliteracy.htm](http://comsewogue.k12.ny.us/~rstewart/k2002/Teachers/Balanced_Literacy/balancedliteracy.htm)

Carol Hurst's Children's Literature Site  
<http://www.carolhurst.com/toc.html>

Children's Literature Web Guide  
<http://www.acs.ucalgary.ca/~dkbrown/>

Creative Writing for Kids  
<http://kidswriting.miningco.com/teens/kidswriting/mlibrary.html>

Developmental Word Sorts for Elementary-Age Children  
[http://www.geocities.com/suemer\\_prod/](http://www.geocities.com/suemer_prod/)

Four Blocks  
[http://www.wfu.edu/academics/fourblocks/about\\_fourblocks.html](http://www.wfu.edu/academics/fourblocks/about_fourblocks.html)

Four Blocks Literacy—A Page of Resources  
<http://www.teachers.net/4blocks/goodies.html>

Four Blocks Research  
<http://www.wfu.edu/academics/fourblocks/research.html>

Gloria's Web Site  
<http://www.sasktelwebsite.net/fiss/>

International Reading Association  
<http://www.reading.org/>

Kathy Schrock's Guide for Educators—Literature and Language  
<http://school.discovery.com/schrockguide/arts/artlit/html>

K-6 Balanced Literacy Pack  
[http://t4.jordan.k12.ut.us/Balanced\\_Literacy/teacher\\_starting\\_point.htm](http://t4.jordan.k12.ut.us/Balanced_Literacy/teacher_starting_point.htm)

Learn NC  
<http://www.learnnc.org/>

Lesson Plan Library and Multicultural Literature  
[www.ncrel.org](http://www.ncrel.org)

Literacy and Technology  
[www.oswego.org/staff/cchamber/literacy/index.cfm](http://www.oswego.org/staff/cchamber/literacy/index.cfm)

Literacy Connections  
<http://www.literacyconnections.com/>

Literacy Web at the University of Connecticut  
<http://www.literacy.uconn.edu/index.htm>

Links to Writing Websites from the Capital Area Writing Project  
<http://ced.ncsu.edu/cawp/links.htm>

“Literature and Language” section of the “Great Websites for Kids” division of the American Library Association  
[http://www.ala.org/Content/NavigationMenu/ALSC/Great\\_Web\\_Sites\\_for\\_Kids/Great\\_Web\\_Sites\\_for\\_Kids.htm](http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_for_Kids.htm)

Montgomery County Public Schools Reading/Language Arts  
<http://www.mcps.k12.md.us/curriculum/english/>

National Education Association  
[www.nea.org](http://www.nea.org)

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

National Writing Project  
[www.writingproject.org](http://www.writingproject.org)

North Carolina Department of Public Instruction  
<http://www.dpi.state.nc.us/>

North Carolina Department of Public Instruction/English Language Arts  
<http://community.learnnc.org/dpi/ela/>

Purdue Online Writing Lab  
<http://owl.english.purdue.edu/>

*Reading Online*  
<http://www.readingonline.org>

Reading OnLine Article on Balanced Literacy and Links to Balanced Literacy Resources  
<http://www.readingonline.org/articles/kimbell-lopez/>

Read, Write, and Think  
[www.ReadWriteThink.org](http://www.ReadWriteThink.org)

Resources: Poems, Rhymes, Raps, Fingerplays, and Chants to use with Young Children  
<http://www.earlyliterature.ecsd.net/resources1.htm>

Rubric Development Website  
[http://www.techlearning.com/db\\_area/archives/WCE/archives/evalguid.html](http://www.techlearning.com/db_area/archives/WCE/archives/evalguid.html)

Scholastic  
[www.scholastic.com](http://www.scholastic.com)

“Sites About Children’s Literature, Storytelling, and Puppetry” from the American Library Association website  
[http://www.ala.org/Content/NavigationMenu/ALSC/Great\\_Web\\_Sites\\_for\\_Kids/Great\\_Web\\_Sites\\_Sites\\_for\\_Parents,\\_Caregivers,\\_Teachers\\_and\\_Others.html](http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_Sites_for_Parents,_Caregivers,_Teachers_and_Others.html)

Teach Writing.com  
<http://www.teachwriting.com/>

Writing Workshop Links  
[http://www.asdk12.org/staff/lloyd\\_pam/pages/writing/](http://www.asdk12.org/staff/lloyd_pam/pages/writing/)

**Alignment with State and National Standards:** See course goals/objectives section of this syllabus in addition to assignment descriptions.

**Request for Accommodations:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services located at 208 Elliott University Center, 336-334-5440 V/TTY.