

**Rutgers, The State University of New Jersey**

**05:300:423 Teaching Writing: Social/Cognitive**

**Dimensions**

Spring 2021

Section 01; 3 Credits

**TUESDAYS 4:30 - 7:30 p.m.**

Zoom: <https://us02web.zoom.us/j/87168962466?pwd=NTdwVjZnUGtTU0tQS0FXdzRobU1CUT09>

Instructor: Reshma Ramkellawan	Email <a href="mailto:rr1050@gse.rutgers.edu">rr1050@gse.rutgers.edu</a>
Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: Required course for English Teacher Certification program <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Permission numbers: Office of Student and Academic Services

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**Learning Goals:**

“We are all apprentices in a craft where no one ever becomes a master.” – Ernest Hemingway

As English educators, you are tasked with an immensely important responsibility; cultivating the next generation of writers and thinkers. Therefore, the manner in which one approaches writing instruction must be carefully considered and addressed. In order to effectively teach students, it is important to develop our own skills as writers. To do so, we will unpack the notion of generative writing in relation to standards based philosophies. We will develop mentor texts that can be used with our own students. Through this process, we will learn to appreciate the beauty and complexity of writing instruction thereby learning to create spaces that students can access.

The majority of the semester will focus on the workshop method and its various applications. What are the approaches? How do we develop the capacity to model our thinking? How can students internalize these external methods? Working in the cohort method, you will have the opportunity to receive consistent feedback on your written pieces in addition to your pedagogical approach. In the

spirit of “learning by doing”, we will conduct our own writing workshop during the course; this will involve crafting, and helping each other craft, personal narratives and argumentative essays from the brainstorming stage through final publication. We will also read selections of short fiction, creative non-fiction, and op-eds as models for our own writing and to explore various methods of teaching composition.

For those of us new to teaching or to workshop approaches in the English classroom, this arrangement should provide a controlled and supportive environment for trying out strategies and techniques that may be somewhat different from your previous experiences in English classrooms.

This course is designed to help students:

- Interrogate and reflect in writing, discussion and presentation their views, perspectives and beliefs on learning, and what it means to teach writing.
- Develop and apply a repertoire of skills and instructional strategies to plan rigorous standards- based instruction and learning environments that support student learning by teaching demonstration lessons in class and one-period lesson in Practicum field placements.
- Work collaboratively to build and expand knowledge base and field placement observations in teaching literacy and English Language Arts.
- Create a writing unit plan of instruction for a middle or high school.
- Teach a practice lesson from said unit plan.

*[New Jersey Professional Standards for Teachers \(2014\)](#)<sup>1</sup>:*

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**ii. Essential Knowledge**

2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth

5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values

**iii. Critical Dispositions:**

1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;

2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;

3) The teacher makes learners feel valued and helps them learn to value each other; and

**Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**ii. Essential Knowledge**

1) The teacher understands the relationship between motivation and engagement and knows

how to design learning experiences using strategies that build learner self-direction and ownership of learning;

3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

**iii. Critical Dispositions**

1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;

2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

4) The teacher seeks to foster respectful communication among all members of the learning community.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**ii. Essential Knowledge**

6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

**iii. Critical Dispositions**

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**ii. Essential Knowledge**

2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

**iii. Critical Dispositions**

1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction

4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**ii. Essential Knowledge**

2) The teacher knows how to apply a range of developmentally, culturally, and

linguistically appropriate instructional strategies to achieve learning goals;

### iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 2) **Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE**
- 3) **Candidate Knowledge, Skills and Professional Dispositions**
- 4) **1.1** Candidates demonstrate an understanding of the *InTASC* standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- 5) **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 6) **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- 7) **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- 8) **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 9) **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 10) **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 11) **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 12) **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Course catalogue description**

This course examines a variety of perspectives on the nature of the writing process; considers research and theory on how teachers should teach and respond to writing. The course provides teachers of English with the opportunity to explore some of the theories, research, issues, and instructional strategies related to teaching writing in secondary schools. It integrates assigned readings, action research, and field teaching experiences to help students develop a research-based approach to writing instruction. Field experience is required.

### **Required Texts**

*Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*, Author: Kelly Gallagher Stenhouse Publishers, 2010 USD ISBN-13: 858-1153999998 ISBN-10: 1571108963

Elbow, P. (2007). *Writing without teachers*. New York: Oxford University Press.

Chosen text for genre study  
Additional Readings Provided on Canvas

### **Grading Policy**

Course final grade will be based on attendance, participation in the discussions and activities, all assignments, field placement reports and evaluations, reflection on teaching, and edTPA Portfolio requirements.

### **Evaluation of Course Work:**

Mini Lesson	20points
Writing Genre Study	30 points
Unit Plan	30 points
Participation/Attendance	20 points
<i>Total</i>	<i>100 points</i>

### **Grading Scale**

A	= 92-100
B+	= 87-91.99
B	= 82-86.99
C+	= 77-81.99
C	= 72-76.99
D	= 60-71.99

*All written work and presentations must:*

- \* Respond to the assigned task
- \* Present ideas in a clear, thoughtful, logical and organized manner
- \* Demonstrate critical thinking, and originality and creativity of thought and expression
- \* Synthesize readings and discussions
- \* Reflect sound command of conventions and mechanics
- \* Adhere to MLA or APA 7<sup>th</sup> format/guidelines, and 12-point font, 1-inch margins
- \* Be submitted on time

### ***Lesson and Unit Plans***

The feedback for the lesson and unit plans will take two forms: **one-on-one consultations** and **open-ended/free response**.

### ***Academic Integrity Policy:***

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

## **Course Requirements**

### **Attendance Policy**

Regular, punctual attendance is required. Absences and tardiness will be penalized: Two unexcused absences will result in the lowering of your final grade by one letter grade.

### **Attendance and Participation**

In order to successfully build a vibrant learning and teaching community, all voices and contributions are expected in class discussions and activities. Each student must be fully prepared to engage in meaningful sharing and co-construction of knowledge. Each week students will meet (in person and/or online) to participate in writing workshops, discuss readings, critically reflect on Practicum experience, and design, execute and evaluate lessons and assessment activities. Attendance and participation in these sessions, meetings and activities will be the basis for the course grade. Reading facilitations are counted in this category. **All work must be submitted on time.**

## **Mini-Lesson Presentations (20 points)**

### **Lesson**

Each student is required to create and present **one 20-minute mini lesson**. This exercise is intended to help students engage in the process of designing and executing a professional lesson plan and reflecting on their practice. Each **20-minute lesson** will be delivered *in class* per assigned date.

**General Guidelines:**

1. The mini lesson topic/teaching point must have a clear, specific **writing focus**.
2. The teacher is responsible for:
  - (a) Designing, preparing for and teaching the **20-minute lesson** on the related curriculum topic intended for middle or high school.
  - (b) Providing all the necessary instructional materials needed for the lesson.
  - (c) Submitting the plan to and/or consultation with the instructor for feedback **at least 7 days prior to the presentation date**.
  - (d) Students are not presenting the *entire* lesson but rather a 20 minute segment.

**Format:**

The lesson plan must follow *GSE Lesson Plan* template and should specifically include the targeted *content area, topic, grade level, prior knowledge, NJ Student Learning Standards (NJSLS), objectives, modifications, and assessments*. (Please refer to *GSE Lesson Plan Template*.)

**Feedback and Reflection**

Following the 20-minute mini lesson:

1. The class and instructor will provide general feedback to the respective teacher. The feedback will take two forms: **open-ended/free response** and **GSE Expectations** (Please refer to *Clinical Practice/Teaching Internship Evaluation Form* and *Danielson Domains*).
2. The teacher must write a **1-2 page reflection** on the lesson based on his/her experience, review of video, and instructor and peer feedback. This feedback can also be completed using the fieldwork reflection document.
3. In addition to the original lesson plan, the teacher may revise and resubmit a **final lesson plan** based on review of video, and feedback from instructor and class members.
4. **Original & Final Lesson Plans** and the **Reflection** must be submitted on Canvas by the **Monday** immediately following each mini-lesson presentation.

**Mini-Lesson Presentation Dates: April 20<sup>th</sup> and April 27<sup>th</sup> Materials Uploaded by May 1<sup>st</sup> to LiveText**



### Writing Genre Study (30 points)

Working in small groups of 3 to 4, read one of the provided texts in a genre of your choosing. The purpose of this experience is to support greater appreciation and comprehension of the multitude of genres you might ask your own students to partake in. The key to effective genre-based writing is comprehending the various stylistic elements of said genre.

#### Genre Options:

- Memoir | Narrative
  - *Becoming* by Michelle Obama
  - *With the Fire on High* by Elizabeth Acevedo
  - *Homecoming* by Yaa Gyasi
  - *My Own Words:* by Ruth Bader Ginsburg
  
- Vignette
  - *Interpreter of Maladies* by Jhumpa Lahiri
  - *When You Are Engulfed in Flames* by David Sedaris
  - *Milk and Honey* by Rupi Kaur
  
- Persuasive | Argumentative
  - *Fast Food Nation* by Eric Schlosser
  - *The Omnivore's Dilemma* by Michael Pollan
  - *Quiet: The Power of Introverts in a World That Cannot Stop Talking* by Susan Cain
  
- Graphic Novel
  - *A Wrinkle in Time* by Madeline L'Engle
  - *Maus* by Art Spiegelman
  - *Sapiens* by Yuval Noah Harari
  
- Informative | Explanatory | Research
  - *It Didn't Start With You* by Mark Wolynn
  - *Outliers* by Malcolm Gladwell
  - *Mediocre* by Ijeoma Oluo
  - *The Righteous Mind: Why Good People Are Divided by Politics and Religion* by Jonathan Haidt

As you are reading one of the provided texts or a text of your choosing (with permission), consider the following questions:

- What are the stylistic elements of the text?
- What are the core elements of the genre?
- In order to teach students to write in this genre, what concepts or ideas would you need to address or attend to?



Then, working in pairs, you will compose your own version of the genre and an associated rubric. You will present your genre study piece as a part of a publishing party. You will also be asked to share core answers to the above questions in the form of a jigsaw.

**Writing Genre Study Due Date:** Presentation in class on Feb. 16th; Materials uploaded to Canvas

### **Unit Plan (30 points)**

Using the *GSE Unit Plan Template* students will design an instructional **Writing unit** for a specific class from his/her Clinical Experience Phase II fieldwork. Students are allowed to work in groups of 3 to 4.

In addition to completing the Template, the Unit must include:

- Unit rationale must connect to educational research/readings and grade level, academic performance, abilities etc.
- Links to resources, References and appendices (as needed)
- All work will occur in Google Drive with final submissions uploaded to alternate platforms.

**Due Date:** March 23rd [*Upload to **LiveText and Canvas***]

### **Peer Feedback/Comments**

In addition to the in-class qualitative feedback on your classmates' mini lessons, you are also required to participate in a *Critical Friends Group* (CFG) where you **view and comment on the teaching videos of your peers**. For each of the assigned weeks, in your respective CFG, you must *provide substantive feedback* on the (1) in-class mini lessons and (2) Clinical Experience videos of at least TWO of your classmates and/or teacher interns.

Your feedback/comments must thoughtfully engage and make meaningful connections to the specific lesson, teaching evaluation rubrics, course readings, and class discussions. Your responses should **add to** or **extend**, your peers' understanding of their practice by providing supporting details, facts and ideas/insights on the topic/video, and by presenting an alternative approaches and raising pertinent concerns that may not have been considered. (Please refer to *Clinical Practice/Teaching Internship Evaluation Form* and *Danielson Domains Smart Card*, and *edTPA guidelines*).

**Note: Peer Feedback/Comments will count toward your attendance/participation grade.**

## Weekly Session Outline

Session	Date	Focus Question/Topic	Readings	Assignments
1.	Jan 19	Introduction and Reflection: <ul style="list-style-type: none"> <li>• What are my core beliefs, views, and assumptions about writing and teaching writing?</li> <li>• What does it mean to be a good writer, and to write in academic genres?</li> </ul>	N/A: Review Syllabus In Class: <ul style="list-style-type: none"> <li>• Short Texts</li> <li>• Excerpts from Fletcher</li> </ul>	
2.	Jan 26	Writing Standards & Priorities <ul style="list-style-type: none"> <li>• What is my writing autobiography?</li> <li>• How do I apply writing standards to my classroom?</li> <li>• How do I create authentic writing experiences from standardized practices?</li> </ul>	Elbow: Chapters 1(review) and 2 First third of chosen genre Preview Writing Standards	Facilitation
3.	Feb 2	Process of Writing <ul style="list-style-type: none"> <li>• What does it mean to write?</li> <li>• What counts as writing?</li> <li>• What does it mean to “cook our writing?”</li> </ul>	Elbow: Chapters 3 and 4 (review) Second third of chosen genre	Facilitation
4.	Feb 9	Genre Study Layers <ul style="list-style-type: none"> <li>• What are the layers of any genre?</li> <li>• What is the importance of craft when unpacking a genre?</li> <li>• How do we apply the elements of a genre to our own writing?</li> </ul>	Elbow: Chapter 5 Complete chosen genre text	Facilitation
5.	Feb 16	Publish and Celebrate <ul style="list-style-type: none"> <li>• How do we celebrate exemplary writing?</li> <li>• How might we offer constructive feedback as a part of the final draft?</li> </ul>	Gallagher: Chapters 1 and 2	Facilitation <b><i>Writing Genre Due</i></b>
6.	Feb 23	Writing Conferences <ul style="list-style-type: none"> <li>• How are writing conferences a form of formative feedback?</li> </ul>	Gallagher: Chapters 3 and 4 Romano, 2018 Beck et. al, 2018	Facilitation
7.	Mar 2	TBD: Potential Work Day	Work on your unit plan!	<b><i>Draft of Unit Plan DUE</i></b>
8	Mar 9	A Good Writing Lesson <ul style="list-style-type: none"> <li>• What counts as a solid writing lesson?</li> <li>• How can a good writing lesson disrupt what “counts” as writing?</li> </ul>	Gallagher: Chapters 5 and 6	Facilitation
<b>9.</b>	<b>Mar 16</b>	<b>SPRING RECESS</b>		
10.	Mar 23	Data to Drive Instruction & Differentiation <ul style="list-style-type: none"> <li>• What counts as data?</li> <li>• How does data allow us to differentiate?</li> </ul>	Weaver, Chapter 6 Chappuis, et. al chapters 2 and 6, 2012	Facilitation <b><i>Final Unit Plan DUE</i></b>

11.	Mar 30	<p>Writers as Readers</p> <ul style="list-style-type: none"> <li>• How do we make connections between reading and writing lessons?</li> <li>• How can reading be used to teach writing?</li> </ul>	<p>Jigsaw:          Excerpts from <i>Writers Are Readers</i></p> <ul style="list-style-type: none"> <li>• Inferring</li> <li>• Making Connections</li> <li>• Character</li> <li>• Setting</li> <li>• Plot</li> </ul> <p>Andrade Articles (Pick One)</p>	<p>Facilitation  <i><b>Draft of Lesson Plan Due</b></i></p>
12.	Apr 6	<p>Reflection</p> <ul style="list-style-type: none"> <li>• What have we learned about writing?</li> <li>• What is left for us to explore?</li> </ul>	<p>Lindenman et al., 2018          Hillock, chapter 8</p>	<p>Facilitation</p>
13.	Apr 13	<p>Micro-teach presentations</p>	<p>CTWS</p>	<p>Lesson plan peer feedback</p>
14.	Apr 20	<p>Micro-teach presentations</p>	<p>CTWS</p>	<p>Lesson plan peer feedback</p>
15.	Apr 27	<p>Reflection</p>	<p>CTWS</p>	<p><b>CTWS materials due</b></p>