



Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu
848-932-0789
Fax: 732-932-7552

Rutgers, The State University of New Jersey

15:252:524 GRAMMAR FOR EDUCATORS

3 CREDITS

Spring 2021

MONDAYS, 4:30-7:30PM

ONLINE

Instructor: Nicole Mirra	Email: Nicole.mirra@gse.rutgers.edu
Phone Number: 848-932-0803 (not in office this semester, please email)	Office Location: 10 Seminary Place, 229C
Office Hours: By appointment	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Office of Academic Services (OSAS) ken.tufo@rutgers.edu

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning Goals

This course is designed to help students:

- Analyze the social, political, and communicative purposes of grammar, mechanics, and other writing conventions
- Develop and implement evidence-based, effective strategies for teaching grammar
- Adopt identities as writers themselves as well as teachers of writing
- Develop comprehensive writing lesson plans and reflect on the rationale for pedagogical choices

- Analyze video of their writing pedagogy and make appropriate changes to support student learning

***New Jersey Professional Standards for Teachers (2014)*¹**

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

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

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.

Council for the Accreditation of Education Professionals (2013)²

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

Candidate Knowledge, Skills and Professional Dispositions

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.

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.

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.

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.

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.

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.

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.

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.

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.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Course Catalog Description

Grammar for Educators engages students in analysis of the ‘norms’ that govern the use of the English language across various contexts so that they will be competent to teach writing conventions and assess language development as English Language Arts (ELA) teachers.

Course Introduction

For many teachers, grammar remains one of the most stress-inducing and contentious topics in ELA instruction – we aren’t always sure of our own grasp of the prescriptive “norms” of the English language and we receive conflicting advice about the most effective way to teach it to our students. Some tell us that direct instruction via worksheets and drills are necessary, while others assert that students will internalize the rules through simply writing as much as possible.

In this class, we will dig beneath the rules to discover the social, political, and communicative purposes of writing and the ways that ‘appropriate’ form changes based on context, genre, and audience – all with explicit attention to challenging anti-blackness and enacting equity in writing instruction. We will learn effective, evidence-based strategies for incorporating grammar mini-lessons into our teaching and explore models of assessing writing based on student strengths.

Required Texts

Crovitz, D. & Devereaux, M. (2019). *More grammar to get things done: Daily lessons for teaching grammar in context*. New York, NY: Routledge.

Winn, M. & Johnson, L. (2011). *Writing instruction in the culturally relevant classroom*. Urbana, IL: National Council of Teachers of English.

Recommended Texts (Optional)

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer’s workshop*. Portland, ME: Stenhouse Publishers.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland, ME: Stenhouse Publishers.

Grading Policy

Evaluation of Written Work

All written work and presentations are expected to:

- Respond to the assigned task
- Present ideas in a clear, thoughtful, logical, and organized manner
- Demonstrate critical thinking, originality of thought, and creativity of expression
- Synthesize and reference course readings and discussions

- Reflect sound command of the conventions of the assignment's genre
- Adhere to the formatting of the assignment (usually 12-point Times New Roman font, double-spaced, 1-inch margins)
- Be submitted on time (**If you have not discussed an extension with me in advance of the due date, late assignments will be penalized one letter grade for each day they are late**)

Letter Grade Equivalents

90-100 =	A
80-89 =	B
70-79 =	C
0-69 =	F

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.

Web Site

<https://canvas.rutgers.edu/> - A specific Canvas page on this portal will be dedicated to this course.

Course Requirements

Attendance

If you are unable to attend a class (this means in person or by completing asynchronous assignments by the assigned due date), please contact me via email as soon as possible. This will allow me to send you materials from the missed session so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. **You are in danger of failing the course if you miss more than two classes during the semester without a bona fide medical reason (including a doctor's note).**

Participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class (in person or virtually) prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate/distracting use of technology (such as texting or using the internet for non-class related activities) will be addressed with you personally and will result in a lowering of your participation points for the day.

Major Assignments

1. Writer's Notebook and Reflection Paper: Great teachers of writing are writers themselves. As part of our class, you will spend time developing your own writing. You will have the choice of setting up a print or digital writer's notebook and will respond to narrative writing and revision prompts each week in these notebooks (just as you would do with your students in class). You will turn in the notebooks for review and will choose one piece that you have workshopped and revised using grammar mini-lessons from class to submit for our class publication. In addition, you will write a 6-8 page paper focused on what you learned about yourself as a writer through this process and how these experiences will inform how you teach writing and grammar. *(see assignment sheet for more detailed task description and rubric)*
2. Writing Diagnostic Analysis/Mini-Lesson: Writing instruction is most effective when it is crafted around student needs. You will obtain a writing assignment from one of your focus classes as well as copies of the writing students completed for this assignment. You will analyze the assignment itself and identify the most common grammatical challenges that you found in students' writing. You will then develop a 10-minute mini-lesson that you would give to address one of these challenges. You will present this mini-lesson to the class and turn in a memo showing your data analysis. *(see assignment sheet for more detailed task description and rubric)*
3. Clinical Teaching Work Sample (Formative and Summative Assessments): The edTPA performance assessment (which you will be completing in **FALL 2021** during your student teaching) requires evidence of three tasks: 1. Planning for Instruction and Assessment; 2. Instructing and Engaging Students in Learning; and 3. Assessing Student Learning. For the edTPA, you will be required to submit a series of lesson plans, several videos of your teaching, student work samples, and a commentary about your teaching.

In OUR class, we will be doing a practice run of the edTPA by completing a clinical work sample. You will do the process once during the semester as a **FORMATIVE ASSESSMENT**, and then do it again at the end of the semester as a **SUMMATIVE ASSESSMENT**. Each time, you will turn in one lesson plan, one 20-minute teaching video, student work samples, and a teaching commentary. Your lessons will focus on students constructing meaning about a complex text through writing. *(see assignment sheet for more detailed task description and rubric)*

Summary of Requirements

Assessment	Points	Due Date
Writing Diagnostic Analysis/Mini-Lesson	20	March 1st
Writer's Notebook & Reflection Paper	20	March 8th
Formative Clinical Teaching Work Sample	20	April 5th
Summative Clinical Teaching Work Sample	30	May 3rd
Preparation and Participation	10	Cumulative

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
Week 1: Jan. 25th	<p>The Grammar Wars</p> <p><i>Why is there such controversy about the most effective way to teach grammar?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “Why Kids Can’t Write” (Goldstein, 2017)
Week 2: Feb. 1 st	<p>The Purpose of Writing</p> <p><i>What is the relationship between the writing we ask students to do in class and the rest of their lives?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Winn & Johnson, Chapters 1-2

Week 3: Feb. 8 th	<p>Calling a Truce: Teaching Grammar in Context</p> <p><i>How can grammar instruction be taught in context (of all kinds) through the writing workshop?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>More Grammar, Chapters 1-2</i> (Crovitz & Devereaux, 2019)
Week 4: Feb. 15 th	<p>Culturally Relevant Writing Instruction</p> <p><i>How can we challenge anti-blackness and embrace equity in language/grammar instruction?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Winn & Johnson, Chapters 3-5
Week 5: Feb. 22 nd	<p>Beyond the 5-Paragraph Essay: Designing a Range of Writing Assignments</p> <p><i>How can we design multiple kinds of writing assignments that are authentic, relevant, and engaging to students' lives?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>More Grammar, Chapter 3</i> (Crovitz & Devereaux, 2019)
Week 6: March 1 st	<p>The Pen is Mightier than the Sword: Civically Engaged Writing</p> <p><i>How can writing be a form of civic engagement? What are the conventions of strong civically engaged texts?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “Revolutionizing Inquiry in Urban English Classrooms: Pursuing Voice and Justice through YPAR” (Mirra, Filipiak, & Garcia, 2015) • “The Stories They Tell” (Baker-Bell, Stanbrough & Everett, 2017) <p><i>Due: Writing Diagnostic Analysis Memo/Mini-Lesson</i></p>
Week 7: March 8 th	<p>Writing 2.0: Composing in the Digital Age</p>	<p>Read:</p> <ul style="list-style-type: none"> • “Educating Youth for Online Civic and Political Dialogue: A Conceptual Framework for the

	<p><i>Is 'good' writing different in the digital sphere? What are the conventions of strong digital texts?</i></p>	<p>Digital Age” (Hodgin, 2016)</p> <ul style="list-style-type: none"> • “How Social Media Can Help Teach Good Writing” (Noonoo, 2017) <p><i>Due: Writer’s Notebook & Reflection</i></p>
<p>SPRING BREAK!</p>		
<p>Week 8: March 22nd</p>	<p>Celebrating All Students (and Teachers) as Writers</p> <p><i>How can we model strong writing habits for our students by writing alongside them and celebrating all forms of the written word?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “Image Grammar: Painting Images with Grammatical Structures” (Noden, 2001) • “Behind the Curtain: A Teacher’s Quest to Better Understand, Write, and Model Poetry” (Hannaford, 2015)
<p>Week 9: March 29th</p>	<p>Tackling the Response to Literature Genre</p> <p><i>What are the conventions associated with strong ‘response to literature’ texts? How can we help students master those conventions?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “Beyond Grammar: The Richness of English Language, or the Zero-Tolerance Approach to Rigid Rules” (Schuster, 2011) • “Analyzing Grammar Rants: An Alternative to Traditional Grammar Instruction” (Lindblom & Dunn, 2006)
<p>Week 10: April 5th</p>	<p>Managing the In-Between: Revising and Peer-Editing</p> <p><i>What are effective strategies for revising and editing, both individually and collaboratively?</i></p>	<p><i>Due: Formative Clinical Teaching Work Sample</i></p>
<p>Week 11: April 12th</p>	<p>Tackling the Response to Informational Text Genre</p>	<p>Read:</p> <ul style="list-style-type: none"> • “Developing Students’ Textual Intelligence through Grammar”

	<i>What are the conventions associated with strong responses to informational text? How can we help students master those conventions?</i>	<p>(Burke, 2001)</p> <ul style="list-style-type: none"> • “The Grammar Gallimaufry: Teaching Students to Challenge the Grammar Gods” (House, 2009)
Week 12: April 19 th	<p>Backwards Design: Assessing Writing</p> <p><i>What do we expect to see in ‘good’ writing? How can we assess student writing in a way that supports learning and improvement?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “The Language of Power: Beyond the Grammar Workbook” (Flynn, 2011) • “The Grammar Workshop: Systematic Language Study in Reading and Writing Contexts” (Zuidema, 2012)
Week 13: April 26 th	<p>Tackling the Narrative Writing Genre</p> <p><i>What are the conventions associated with strong narrative writing? How can we help students master those conventions?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • “The Breath of Life: The Power of Narrative” (Sedun & Skillen, 2015) • “Lights, Camera, Write: How Scene Writing Can Help Students Write in Multiple Genres” (Masserman, 2015)
Week 14: May 3 rd	<p>Fostering a Culture of Writing in the Classroom</p> <p><i>How can we sustain a culture of writing in the classroom that emphasizes joy in the face of standardized testing pressures?</i></p>	<p><i>Due: Summative Clinical Teaching Work Sample</i></p>