Teaching for joy and justice begins with the non-negotiable belief that all students are capable of brilliance.

- Linda Christensen

Term: Spring 2011
Instructor: Christine Kane
Co-Director of San Diego Area Writing Project, UCSD
Multiple Literacies Instructor, USD & Literacy Instructor, SDSU
Educator & Educational Provost of San Diego Global Vision Academy

Development of TESOL Programs/Description and Goals
Candidates will understand how to develop and implement writing strategies in a variety of ESL and educational settings. Candidates will examine some theories for writing instruction and the different elements necessary for providing effective writing support to English Language Learners.

Course Objectives
At the end of the course, candidates are expected to:
- Show a working knowledge of writing processes
- Use tools with which to analyze language
- Examine academic language features
- Provide teachers with strategies to foster content area writing
- Examine mentor texts for purposes of grammar and craft
- Identify challenges regarding writing instruction
- Show an understanding of academic vocabulary features
- Analyze student writing through descriptive lens

Texts:
Readings: Available on E-Reserves

Course Requirements
1. Practice and demonstrate understanding of writing processes
2. Engage in class discussions, protocols and blog discussions
3. Demonstrate an understanding of academic language features  
4. Investigate mentor texts for purpose of grammar and craft elements  
5. Investigate content area texts for purpose for academic vocabulary

### Session #1: January 24, 2011

| Topic for Class | **Building A Community of Writers**  
|                 | **What Counts As “Good” Writing?** |
| Mentor Text Exploration | Raised By (Author: Kelly Norman Ellis) |
| Readings Utilized In Class Discussion | The Role of Poetry: Community Builder, Grammar Text, and Literacy Tutor by Linda Christensen  
|     | Willingness to Communicate by Margaret Wheatley  
|     | Tips for Response Groups  |
| Readings Due for Next Class Period (Print & Bring) | Descriptive Vs. Prescriptive Teaching by Katie Wood Ray  
|     | The Right to Go Beyond Formula (Chapter 8) The 9 Rights of Every Writer by Vicki Spandel  
|     | The Five-Paragraph Essay and the Deficit Model of Education By UNC Charlotte Writing Project Collaborative  
|     | Moving from Correct-Alls to Mentor Texts by Jeff Anderson  
|     | Grammar-Comma-a New Beginning by Mary Ehrenworth  
|     | Eavesdropping on Contemporary Minds: Why We Need More Essays in Our High School Classrooms by Kimberly Hill Campbell  |
| Assignments Due for Next Class | A) Obtain Google email account & log-in to our class blog:  
|     | B) Article Reflections (Create one long-standing document that you will use over the course of the 7 sessions. For each article select one passage- your choice on length- and write a paragraph on why it resonates with you)  
|     | C) WRG Draft #1  
|     | D) Mentor Text Exploration #1  
|     | C) Blog Discussion Entry #1  
|     | **Due: January 31, 2011**  |

### Session #2: January 31, 2011

| Topic for Class | **Mentor Text**  
<p>| Mentor Text | Exploring Reading Like A Writer |</p>
<table>
<thead>
<tr>
<th>Mentor Text Exploration</th>
<th>Where I’m From by Willie Perdermo or George Ella Lyon</th>
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| Readings Due for Next Class Period (Print & Bring) | Chapter 1 & 2 *Bringing Words to Life: Robust Vocabulary Instruction* By Isabel L. Beck, Margaret G. McKeown & Linda Kucan.  
Chapter 2: *Language for Academic Thinking* By Jeff Zwiers  
Chapter 1 *English Learners Academic Literacy & Thinking: Learning in the Challenge Zones* By Pauline Gibbons |
| Assignments Due for Next Class | A) Article Reflections  
B) WRG Draft #2  
C) Mentor Text Exploration #2  
D) Blog Discussion Entry #2  
Due: February 7, 2011 |

Session #3: February 7, 2011

<table>
<thead>
<tr>
<th>Topic for Class</th>
<th>Vocabulary &amp; Academic Language</th>
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<tr>
<td>Mentor Text Exploration Using Children’s Books for Critical Thinking</td>
<td>Knock Knock (Author: Daniel Beaty)</td>
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| Readings Due for Next Class Period (Print & Bring) | Using Assessment to Drive Better Student Writing by Kelly Gallagher  
Responding to Student Work by Linda Christensen  
Looking at Student Work by Angie Deuel, Tamara Holmlund Nelson, David Slavit and Anne Kennedy  
The Right to Be Assessed Well (Chapter 7) The 9 Rights of Every Writer by Vicki Spandel |
| Assignments Due for Next Class | A) Article Reflections  
B) Mentor Text Exploration #3  
C) New WRG Draft #1  
D) Blog Discussion Entry #3  
Due: February 28, 2011 |

Session #4: February 14, 2011: Monday Class Canceled in lieu of USD Conference

Session #5: February 21, 2011: Monday Class Canceled in lieu of SDAWP Conference
### Session #6: February 28, 2011

<table>
<thead>
<tr>
<th>Topic for Class</th>
<th>Providing Writers Feedback &amp; Revision Strategies Exploring Digital Writing</th>
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<tr>
<td>Exploration of Technology &amp; New Literacies Websites: NWP Resources &amp; Digital Is Website</td>
<td>This I Believe (NPR Examples- Tony Hawk)</td>
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<tr>
<td>Due for Next Class Period</td>
<td>New Literacies for New Times (Chapter 2) from iWrite by Dana Wilber</td>
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<td>What are Blogs, Wikis &amp; Digital Stories? (Chapter 3) from iWrite by Dana Wilber</td>
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<td>Choose an article on Fanfiction [Either Black (2005) or Schaffner (2009)]</td>
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<tr>
<td>Assignments Due for Next Class</td>
<td>A) Final Portfolio &amp; Reflection Paper</td>
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<td>B) Mentor Text Exploration #4</td>
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<td>C) New WRG Draft #2</td>
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<td>D) Blog Discussion Entry #4</td>
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<td>Due: March 7, 2011</td>
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### Session #7: March 5, 2011 SATURDAY CONFERENCE: SDAWP

<table>
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<tr>
<th>Topic for Class</th>
<th>Professional Development in Teaching Writing UCSD San Diego Area Writing Project (NWP site)</th>
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### Session #8: March 7, 2011

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<tr>
<th>Topic for Class</th>
<th>Portfolio Share Final WRG &amp; Author’s Chair</th>
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<tr>
<td>Mentor Text Exploration</td>
<td>What is your sentence? DRIVE by Daniel Pink</td>
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### Assignments:

**I. Attendance (1 pt per USD session = 7 pts/ 5 pts per conference = 10 points) Total = 17**

Show up. Be on time. Participate. Be willing to be uncomfortable and put yourself out there during discussions and our Writing Response Groups. We ask our students to do it everyday in the classroom. Let this be an opportunity to walk in the shoes of our students’ vulnerability.

**II. Reflections on Articles/Chapter (1 pts each article/chapter = Total 16 points)**
Create a long-standing document that you will add to each week. For each of the articles assigned select a sentence or passage that resonates with you. Copy the sentence/passage and underneath it please write a short response as to why it resonated with you and/or questions that it brings up for your writing pedagogy. One point per article/chapter will be awarded for completion and punctuality. Please keep one long document that will eventually hold all 16 article responses.

III. WRG Drafts (5 pts each x 4 = Total 20 points)
You will need to write at least two fresh, not polished or previously used/published writing pieces in any (and I do actually mean “any”) genre of your choice except for academic writing for other classes. Please select a mentor text or two (exemplar pieces of writing that you will use as models for your own writing) and bring your first draft by next week. You will need to print out enough copies for your Writing Response Group members. Once you receive feedback from your WRG you will be required to make any revisions necessary. Continue to bring in enough printed copies for your WRG each week.

WRG Reflection Paper (5 points)
For the final reflection on this piece you will be required to answer these questions:
1. Tell me how you got the idea to write what you wrote.
2. Describe times during the process of writing that you struggled. What did you do to try to resolve the problem? Do you feel like your struggle shows up in your writing? Where do you notice it?
3. Describe a suggestion from a peer that you used and why.
4. Describe a suggestion from a peer that you didn’t use and why.
5. Describe what you like and don’t like about this piece of writing,

IV. Mentor Text Explorations (5 pts each x 4 = Total 20 pts)
Each week you will be exposed to a mentor text that may be used to build community in your own classroom with your students. Consider these assignments an opportunity to create your own mentor text exemplar for future use. The word “Explorations” is used to convey the concept that these are not final products but rather your best attempt at using each mentor text provided. We will open our class each time with sharing our work. A hard copy of your four mentor text explorations will be required in your portfolio.

V. Blog Discussion Entries (1 pts each x 7 =Total 7 pts)
There will never, ever be enough time for us to discuss all the nuances in each of the articles that we will read together for class. The classroom blog is our chance to share our own opinions on some of the topics touched upon in class. Please consider this blog a professional space and make sure your writing addresses a professional audience as educators. All blog entries for the week will be considered “on time” if they are completed the following Monday by 5pm.

VI. Final Portfolio (5 points)
You will be required to keep your printed articles, short reflections, WRG drafts and mentor text explorations in one central location. Of course, the most generic concept of this portfolio may be placed inside a binder and turned in on the last day of class. Although I would love to offer an e-portfolio option to model the type of 21st century digital writing that should be occurring in the classrooms- it was not a cost-effective option for this five-week course.

Completed Coursework: (10 Points)
All assignments completed. All assignments completed on time. All assignments completed on time and explicitly demonstrates effort, thoughtfulness and rigor on the part of the writer.