

EDUCATION 486-4

SPECIAL TOPIC: THE WRITING PROCESS

Spring Semester, 1988
Thursdays
4:30 - 8:20
Location: MPX 8620

Instructor: Mary Kooy

COURSE OBJECTIVES

This course considers the role of writing in the elementary and secondary classroom: as a vehicle for thinking; language development; and learning. Extensive, varied writing augments and enhances the total language experience. Writing encourages students both to explore their thinking and construct "webs of meaning" in a tangible way. By making sense of their world through writing, children can actively engage in their own learning processes.

This establishes the context for examining beliefs about learning, thinking and writing; the role of the teacher in providing "assisted invitations"; and the implications for classroom practice.

The course will consist of a varied range of experiences: lectures; workshops and demonstrations; seminars; individual writing tasks; small group work. The class structure will reflect the repertoire of methods and materials applicable to actual classroom writing experiences.

OUTLINE OF TOPICS

Topics to be investigated include:

- Writing and thought
- Writing and language growth and development
- Writing to think across the curriculum
- The relationship of writing to reading
- Elements of the writing process: pre-writing; composing; editing; revising
- The role of grammar and usage in the teaching of writing
- Evaluation of writing
- The goals, objectives, and elements of an effective writing program

COURSE REQUIREMENTS

- Participation in all aspects of the course
- Completion of assigned professional readings
- Class presentation of one completed written assignment
- Major paper

TEXTS

Required

- Donald H. Graves. (1983). Writing: Teachers and children at work. Heinemann (paperback).
- Ann E. Berthoff. (1981). The making of meaning. Boynton/Cook.
- Lucy McCormick Calkins. (1986). The art of teaching writing. Heinemann.
- Janet Emig. The web of meaning: Essays on writing, teaching, learning and thinking. Boynton/Cook

CLASS # 1: INTRODUCTION: LANGUAGING TO "MAKE MEANING"

1. General Introduction
2. Course Outline
3. Course Requirements/ Assignments
 - a. Ongoing Readings/ Writings
 - (1) Ann E. Berthoff The Making of Meaning
 - (2) Lucy McCormick Calkins The Art of Teaching Writing
 - (3) Janet Emig The Web of Meaning: Essays on Writing
 - (4) "Double Entry Notebook" on professional readings
 - b. Course Assignments
 - (1) Participation in all aspects of the course
 - (2) Completion of assigned professional readings
 - (3) Class presentation of one completed writing assignment
 - (4) Major paper

READINGS: CLASS # 1: LANGUAGE DEVELOPMENT AND USE

- (1) Observing the Language Learner - pp. 1-7 (Jaggar)
pp. 57-72 (Pinnel)
- (2) The Making of Meaning - Berthoff pp. 41-47
- (3) L.A., Sept., 1981, pp. 652-658 (DeFord)
- (4) Newspaper series on "Literacy"

CLASS # 2: 'MAKING MEANING': LANGUAGE, THOUGHT AND WRITING

- (1) Berthoff The Making of Meaning - pp. 1-29
- (2) ENG. ED., Dec., 1986 pp. 197-208 (Woods)
- (3) L.A., Oct., 1987 pp. 619-633 (Sanders)
- (4) ENG. ED., Dec., 1986 pp. 231-243 (Greene)
- (5) Emig, The Web of Meaning pp. 97-108

CLASS # 3: LEARNING TO WRITE

- (1) LA, Sept., 1987 pp. 489-496 (Tchudi)
- (2) EQ, Summer, 1983 pp. 46-54 (Dawson)
- (3) LA, Sept., 1987 pp. 474-488 (Fine)
- (4) Berthoff, The Making of Meaning pp. 61-80
- (5) Calkins, The Art of Teaching Writing pp. 31-66

CLASS # 4: "WRITING TO LEARN" ACROSS THE CURRICULUM

- (1) * "Learning to Write or Writing to Learn?"
- (2) * "Writing and Learning in School Settings" (Applebee)
- (3) Calkins, The Art of Teaching Writing pp. 261-294
- (4) Emig, The Web of Meaning pp. 122-131
- (5) Berthoff, The Making of Meaning pp. 113-126
- (6) Virginia English Bulletin pp. 11-17 (Pope, Wolfe)
- (7) Eng. Ed. pp. 76-85 (Tighe, Koziol)
- (8) Educ. Leadership pp. 4-8 (Pradl, Maher)

CLASS # 5: THE PROCESS OF WRITING: INVENTION AND SHAPING

- (1) RTE, October, 1984, pp. 233-264 (Haas Dyson)
- (2) RTE Oct., 1984 pp. 320-330 (Britton)
- (3) ENGLISH EDUCATION, May, 1982, pp. 76-85 (Tighe, Koziol)
- (4) LA, Sept., 1987 pp. 523-531 (Hall, Duffy)
- (5) Emig, The Web of Meaning pp. 109-121
- (6) Calkins, The Art of Teaching Writing pp. 111-134
- (7) Journal of New Engl. Assoc. of Teachers of Engl.
Winter, 1986 pp. 36-42

CLASS # 6: THE WRITING PROCESS: REVISION AND EDITING

- (1) L.A., October, 1985, pp. 614-618 (McPhillips)
- (2) ENGLISH EDUCATION, October, 1984, pp.151-166
(Davis, Chomsky)
- (3) * ENGLISH EDUCATION, "Learning to teach the Rereading/
Revising Process" - (Wall)
- (4) LA, Oct., 1985 pp. 614-618 (McPhillips)
- (5) LA, Oct., 1985 pp. 619-623 (Willinsky)
- (6) LA, Oct., 1985 pp. 624-631 (Hubbard)
- (7) LA, Sept., 1985 pp. 491-499 (Solsken)
- (8) Calkins The Art of Teaching Writing pp. 135-162
- (9) L.A., 63 (1986) pp. 533-5374 (Cadegan)

CLASS # 7: THE ROLE OF GRAMMAR AND USAGE

- (1) EQ, Fall, 1985 pp. 24-34 (Walker)
- (2) ENG. ED., Oct., 1985 pp. 174-178 (Small)
- (3) ENGL. ED., Oct., 1984 pp. 151-166 (Davis)
- (4) Calkins, The Art of Teaching Writing pp. 163-212

CLASS # 8: EVALUATION OF WRITING

- (1) ENG.ED., Dec., 1984 pp.203-207
- (2) LA, March, 1987 pp. 278-284 (Searle, Stevenson)
- (3) LA, March, 1987 pp. 285-288 (Dietz)
- (4) LA, March, 1987 pp. 289-301 (Samway)
- (5) ENG. ED., May, 1982 pp. 95-98 (Bartholomew, Hipple)
- (6) ENG. ED., May, 1982 pp. 76-85 (Lemke, Bridwell)
- (7) Calkins, The Art of Teaching Writing pp. 213-218

CLASS # 9: "CREATIVE WRITING" IN THE CLASSROOM

- (1) Calkins, The Art of Teaching Writing pp. 317-331

CLASS # 10: THE RELATIONSHIP OF READING TO WRITING

- (1) L.A., April, 1986, pp. 369-377 (Buckley)
(2) * "From Story to Essay: Reading and Writing" (Petrosky)
(3) TIP, Autumn, 1982, pp. 268-277 (Rosenblatt)
(4) Reading Canada Lecture, Winter, 1985, pp. 256-266
(Crowhurst, Kooy)
(5) LA, Oct. 1987 pp. 603-610 (Schwartz)
(6) LA, Sept., 1987 pp. 505-515 (D'Alessandro)
(7) ENG. ED., May, 1987 pp. 69-82 (Scholes)
(8) ENG. ED., May, 1987 pp. 83-92 (Britton)
(9) Calkins, The Art of Teaching Writing pp. 243-260

CLASS # 11: GOALS/ OBJECTIVES/ ELEMENTS OF AN EFFECTIVE WRITING PROGRAM

- (1) LA, April, 1987 pp. 370-383 (Simon)
(2) LA, April, 1987 pp. 384-396 (Clarke)
(3) ENG. ED., Oct., 1986 pp. 153-158 (Britton)
(4) ENG. ED., Oct., 1987 pp. 171-180 (Kantor)
(5) Emig, The Web of Meaning pp. 132-144
(6) Eng. Ed., Oct., 1986 pp. 135-146 (Haas Dyson)
(7) LA April, 1986 pp. 369-377

CLASS # 12: THE TEACHER AND PEDAGOGY

- (1) L.A., April, 1986, pp. 384-389 (Pinnell, Green)
- (2) LA, Febr., 1985 pp. 48-49 (Gossett)
- (3) ENG.ED., Febr., 1987 pp. 44-50 (Piazza, Wallat)
- (4) LA, Febr., 1987 pp. 182-195 (Comber)
- (5) Emig, The Web of Meaning pp. 157-170
- (6) L.A., Nov., 1987 pp. 727-737 (Newman)
- (7) LA April, 1986 pp. 390-396 (Maher, Brause)
- (8) LA April, 1986 pp. 378-382 (Green)

CLASS # 13: SUMMARIES AND PRESENTATIONS

EDUCATION 486: WRITING SEMESTER 88-1 ASSIGNMENTS M. KOBY

10% 1. CLASS PRESENTATION: On one of the weekly readings.

- (a) Essence of the article
- (b) Presentation
- Personal response
- Practical Application

30% 2. "DOUBLE-ENTRY" JOURNAL: On the weekly readings

The purpose of the "double-entry" journal will be not only to summarize the articles, but more importantly, to reflect on them in writing. Summaries of the readings will be kept on the right side, reflections about the readings, on the left. Reflections need to focus on the readings will undoubtedly connect with personal and professional writing experiences. The journal will be submitted three times during the term.

15% 3. "OBSERVATION LOG": On the process of writing

The "observation log" will provide a forum for recording for a period of two weeks, either:

- (a) your own personal writing process and activities

-or-

- (b) the writing processes and activities in your classroom

Use only the right-hand side of your log to record the information. On the left side, take some time to reflect about the activities and processes observed.

40% 4. MAJOR PAPER

The purpose of the major paper will be to work through an issue, problem, or "new discovery" you have encountered in this course. The "topics" for each week may help you determine your area.

If you are currently teaching or have a "student" available, you may wish to follow the writing processes of one writer.

The length of the paper will be determined by the scope of your topic. Please see me if you need help settling on a specific area.

5% 5. PERSONAL WRITING

Each week we will be doing some personal, "free writing." From these writings, please choose one to develop for presentation during the last class. Provide a copy for all the class participants.