

**ENG/EDU 501: Topics in Teaching Writing:
Building a Professional Knowledge Base in Reading and Writing Literacy
Academy**

One Graduate Credit
Missouri Western State University
College of Liberal Arts and Sciences
Department of English, Foreign Languages, and Journalism
Department of Education

Class meets: 8:30 – 3:30, 9/25/2008, 12/1/2008, 1/12/2009, and 2/12/2009, in Blum Union 222
and/or Spratt Hall 212 computer lab at Missouri Western

Dr. Jane Frick, MWSU English Professor

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Literacy Academy Facilitators:

Heidi Mick, Prairie Lands Writing Project Professional Development Director and language arts teacher and forensics coach at Platte County R-III High School (mickh@periii.k12.mo.us or Heidil_64@hotmail.com); and Terri McAvoy, Prairie Lands Writing Project Associate Program Director and Instructional Coach at Neely Elementary School for the St. Joseph School District (terri.mcavoy@sjsd.k12.mo.us or mcavoyterri@aol.com).

MWSU Graduate Catalog Description:

ENG/EDU 501 Topics in Teaching Writing (1-2 credits each; may be repeated for a total of four credits; offered on demand). Writing seminar for teachers or pre-service teachers with senior standing at MWSU which addresses a particular issue related to literacy teaching.

Prerequisite: Senior standing at MWSU with successful completion of EDU Junior Experience or BS or BA degree.

COURSE OBJECTIVES for Building a Professional Knowledge Base in Reading and Writing Literacy Academy

- (1) To link best practices for reading/teaching reading with best practices for writing/teaching writing (i.e. the reading/writing connection- readers workshop)
- (2) To deepen and expand a common language to engage in professional conversations about literacy learning
- (3) To align individual classroom instruction and assessment practices in reading and writing with Missouri's Grade-Level Expectations and the schools curriculum
- (4) To examine one's own literacy teaching practices for areas of strengths and for areas of improvement
- (5) To develop lessons which demonstrate that writing can be used as a tool for learning and critical inquiry
- (6) To experience the writing process as writers
- (7) To explore how to use computer technology to enhance literacy instruction
- (8) To investigate strategies to address specific populations
- (9) To experience the writing and reading processes as learners, including developing a professional; portfolio

MATERIALS

- Resource Binder
- Grade level appropriate reading materials/texts

COURSE REQUIREMENTS

Each participant will keep a journal of writing and academy activities.

Each participant will turn in a portfolio of collected writings and assignments.

Each participant will attend all sessions.

ASSIGNMENTS

- **Course Journal-** Your journal may be word processed or hand written. It will be your place for experimentation, observation, drafting and reflection about reading/teaching and writing /teaching writing. Journal entries will include reflection logs descriptive narrative and persuasive pieces. You will need to bring your journal to our July meetings and year long follow-up sessions.
- **Series of Lessons linking reading/writing to school curriculum expectations-** Your lessons will be based on your school curriculum and should have students use the writing process to complete a final document. You will have time to work on lessons during the academy.
- **Action Implementation Plan** – You will monitor and write a reflection of your year-long action implementation plan which will describe your reading/writing classroom including daily, weekly, monthly, quarterly and yearly goals.
- **Portfolio-** You will submit a completed portfolio of Literacy Academy assignments, reflection writings, activities and lesson plans to the facilitators for their responses no later than Monday, March 9. The Portfolio will be returned to you at your school with facilitator responses no later than April 1,

GRADING POLICY

No individual grades will be assigned for any activity; however, each activity, writing, and the portfolio will receive critical responses from other academy participants and the facilitators. The purpose of the Literacy Academy is to bring teachers together to improve the teaching of literacy. We plan, therefore, to assign only the grade of A. An “A” represents the following characteristics have been achieved:

- **Community participation:** The teacher has participated fully in the activities of the literacy Academy. The teacher has shared writings, ideas, thoughts, and reactions, and has raised questions to enhance the learning and understanding of the other teachers and facilitators.
- **Expectations:** The teacher has met all expectations published in the syllabus, including submitting a journal, and portfolio with teaching narrative, at least one lesson plan, and an action plan for beginning the school year.
- **Reflection:** The teacher’s writing and conversation explore connections between the academy and the teacher’s classroom.

POLICIES

Academic Honesty Policy and Due Process:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the

Academic Honesty Violation Report forms. Please see the Western Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <http://www.missouriwestern.edu/handbook/index.pdf>

Attendance: We expect you to participate fully in every session if you sign up for graduate credit. If you cannot make a session, please notify one of the directors so we will know not to expect you. See Grading Policy above.

Student Disability:

Any student who has a disability that prevents the fullest expressions of abilities should contact the directors as soon as possible so that we can work to provide assistance as needed.