

**READ 7140  
METHODS OF TEACHING WRITING  
3 SEMESTER HOURS**

\*\*\*\*\*

**College of Education  
Valdosta State University**

**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building and resource acquisition.

Standards Principle: Evidence based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS FOR ALL STUDENTS:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association. (required for all students) ISBN 1-55798-791-2

LiveText Inc. (2004). *College LiveText edu solutions – Graduate edition*. La Grange, IL: United Learning Inc.

**REQUIRED TEXTBOOKS: CHOOSE ONE OF THE FOLLOWING TEXTS:**

Blasingame, J., & Bushman, J. H. (2005). *Teaching writing in middle and secondary schools*. Upper Saddle River, NJ: Merrill Prentice Hall. (appropriate for teachers of grades 6-12)  
ISBN 0-13-098163-X

or

Piazza, C. L. (2003). *Journeys: The teaching of writing in elementary classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall. (appropriate for teachers of grades K-4)  
ISBN 0-13-022144-9

*or (my favorite):*

Tompkins, G. E. (2008). *Teaching writing: Balancing process and product*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. (appropriate for teachers of grades 1-8)  
ISBN 0-13-158416-7

### COURSE DESCRIPTION

Methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process, addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing writing through multiple approaches.

### COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

### INTERNATIONAL READING ASSOCIATION STANDARDS (IRA)

IRA 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.

IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

IRA 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

IRA 4.3 Model reading and writing enthusiastically as valued lifelong activities.

**COURSE OBJECTIVES**

Students will:

- CO 1. select, demonstrate, and explain the rationale for instructional grouping options (individual, small-group, whole-group) during all writing process stages. (CFS V; IRA 2.1)
- CO 2. plan instructional methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. (CFS II, V; IRA 2.2)
- CO 3. plan instruction to teach students prewriting/planning strategies most appropriate for various modes of writing (i.e., narrative, correspondence, poetic, expository, and persuasive). (CFS I, V; IRA 2.2)
- CO 4. plan instruction to teach students to draft, revise, and edit their writing as appropriate for various modes (i.e., narrative, poetic, expository, and persuasive). (CFS I, V; IRA 2.2)
- CO 5. plan instruction to teach students at differing stages of development and from differing cultural and linguistic backgrounds the conventions of Standard English needed to edit their compositions. (CFS II, V; IRA 2.2)
- CO 6. administer, interpret, recommend, and train others to use information from writing assessments (i.e., inventories, portfolio-based assessments, student self-evaluations, observations, anecdotal records, journals) to determine proficiencies and difficulties, and to inform instruction in writing. (CFS I, IV; IRA 3.1, 3.2)
- CO 7. describe ways to use students' interests, reading abilities, and backgrounds as foundations for the writing program. (CFS III; IRA 4.1)
- CO 8. describe ways to model and discuss writing as a valuable, lifelong activity. (CFS III; IRA 4.3)

**COURSE MATERIALS REQUIRED**

wide-ruled notebook paper and/or primary paper  
 wooden pencil (sharpened) and eraser  
 stapler and staples  
 paper clips  
 large ringed binder or large binder clip  
 colored markers (fine point for writing and drawing)  
 blank paper (i.e., printer paper)

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

**Interdisciplinary Writing Unit Assessment  
 (IRA Standards for Reading Professionals (2003) 2.1, 2.2, 3.1, 4.1, 4.3)**

**Overview**

Reading specialist/literacy coach candidates will develop an interdisciplinary writing unit of 10 complete instructional plans, including at least two modes of writing (i.e., narrative, poetic, expository, and persuasive). Instructional lesson plans will include modifications for learners at differing stages of development and from differing cultural and linguistic backgrounds. The unit will include plans for grouping for instruction, instructional materials, and assessment materials. Candidates will train and demonstrate other teachers in their grade level to teach the modes of writing as planned in their interdisciplinary writing unit.