Term Information

Effective Term Summer 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Designating the course as able to be "flexibly scheduled" to reflect its regular meeting pattern.

What is the rationale for the proposed change(s)?
As the course description states, this course encapsulates the Columbus Area Writing Project--a two-week project (with retreat) run by the Department of Teaching and Learning every year. The course runs every summer and only in the summer semester, for less than the full 4- or 7-week term. The course's "Offering Information" section needs to be updated to reflect that the course is a two-week intensive offering, which is how the course has been designed and approved to be run.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Updating the course record will align the course specs with the course description. It will allow the Department to schedule and run this course as a regular offering every summer.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Education: Teaching & Learning
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
College/Academic Group Education & Human Ecology
Level/Career Graduate
Course Number/Catalog 7393
Course Title Teaching Writing
Transcript Abbreviation Teaching Writing
Course Description Serves at the Summer Institute of the Columbus Area Writing Project. It focuses on improving the teaching of writing for experienced teachers of all subject areas in grades K-16.
Semester Credit Hours/Units Variable: Min 2 Max 6

Offering Information

Length Of Course 7 Week, 4 Week (May Session)
Flexibly Scheduled Course Always
Previous Value Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for 898.

Cross-Listings

Subject/CIP Code

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<td>Doctoral Course</td>
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<td>Intended Rank</td>
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Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Acquire in-depth knowledge of writing processes and the teaching of writing
- Become familiar with research on writing processes and the teaching of writing
- Learn more about teaching writing by participating in dialogue, discussion, and demonstration projects with other teachers
Content Topic List

- History & Philosophy of the National Writing Project and of the Teaching of Writing
- Overview of Perspectives and Inquiry on Learning to Write and the Teaching of Writing
- The Nature of Writing As, About, and for Social Justice
- Writing Community Into Being
- Writing As Social Action
- Writing As A Collaborative Act
- Basic Concepts in Professional Development in Writing Emphasizing Basic Concepts from “Lesson Study”
- Theoretical Constructs Concerned with Writing as a Social and Communicative Act, Self-Regulated Learners and Writing, the Conversational Context of Learning to Write
- Writing About Oneself as a Teacher
- Writing About Oneself Outside of Teaching
- Writing About Cultural Heritage
- Writing About School and Students
- Teachers Teaching Writing
- Articulating Our Strengths as Teachers of Writing
- Articulating The Strengths and Resources of Our Students As Writers
- Sharing, Discussing, and Talking About Our Writing (and talking about what constitutes effective talk)

Attachments

- 7393 syllabus.pdf
  (Syllabus. Owner: Wisnor,Steven Thomas)

Comments

Workflow Information

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<td>Zircher,Andrew Paul</td>
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Instructors:
David Bloome, 216 Ramseyer Hall bloome.1@osu.edu
Melissa Wilson, 357 Arps Hall, mwilson@ehe.osu.edu
Robin Holland, Columbus City Schools, RHoll10554@aol.com
Kevin Cordi, 200 Ramseyer Hall kcteller@sbcglobal.net

EDU T&L 898 – Teaching Writing, 2 to 6 Graduate Semester Credit Hours
Course Description: The course serves as the Summer Institute of the Columbus Area Writing Project.

Overview of Course

This course is co-sponsored by the Columbus Area Writing Project (CAWP), the National Writing Project (NWP), and the School of Teaching and Learning (T&L) of the College of Education and Human Ecology (EHE) at the Ohio State University. The course serves at the Summer Institute of the CAWP and meets the guidelines established by the NWP. The course focuses on improving the teaching of writing for experienced teachers of all subject areas in grades K-16. The course is based on two major premises shared with the NWP: (1) teachers of writing need to be writers (engage in writing themselves on a frequent basis), and (2) teachers of writing need to study the teaching of writing through analysis of their own writing lessons and those of others.

The course meets only in Summers. It begins with a three day / two night retreat and then continues for thirteen (13) days from 8:30 AM to 4:00 PM each day (there is a one hour lunch break each day except for three days on which there are invited speakers during the lunch hour). Experienced teachers apply to participate in the course and are admitted to the course by the instructors.

Course Rationale

Although pre-service education and school district professional development has provided some teachers with initial understandings of the teaching of writing, there is a need for in-depth understanding of the teaching of writing. Improvement of the teaching of writing, from kindergarten through university, involves deepening the knowledge base and experience of teachers with writing, approaches to teaching writing, and research on writing. Teachers also need to be involved in writing themselves and in conducting research on writing.

Course Objectives/Learning Outcomes

• To acquire in-depth knowledge of writing processes and the teaching of writing;
• To become familiar with research on writing processes and the teaching of writing;
• To learn more about teaching writing by participating in dialogue, discussion, and demonstration projects with other teachers.

**Relationship to Other Courses/Curricula**

This course has a specific relationship with the T&L course “Teaching Multimodal Composition” (which has also been submitted for course approval and is also sponsored by the CAWP). This course is a prerequisite to the Teaching Multimodal Composition course.

Other existing courses on the teaching of writing in the School of Teaching and Learning provide initial understandings of writing processes and writing instruction (on which the proposed course here builds). Other courses focus on doctoral level research. Courses on composition elsewhere in the university focus on the teaching of writing specific to college composition. As one indication of the complementary relationship of the courses, we (Professors Bloome and Newell) have had conversations with colleagues (Professor Halasek and Dr. Dickie Selfe) in the English Department regarding complementary relationships among the courses on writing and composition in our departments. We meet annually to coordinate schedules of course offerings and we all encourage our students to take courses offered in our two departments. We have also been developed an joint MA program in the teaching of writing which would incorporate all of these courses.

**Course Requirements**

*Attendance and participation.* Students are expected to attend the retreat and each class session. Students who miss more than one session may be asked to withdraw from the course or may receive a lower or failing grade at the discretion of the instructor.

*Participation in NWP E-Anthology.* Each student is required to submit at least one piece of his/her writing to the E-Anthology (description provided later) and is required to provide comments on others’ writings at least 10 times.

*Demonstration Lesson.*

Each participant in the Summer Institute will be presenting a writing demonstration lesson with and to his/her colleagues. A primary purpose of your demonstration lesson is to engage all of us in conversations about larger pedagogical topics, questions and issues. You should plan a demonstration lesson that “stretches” you. For the students observing the lesson, the purposes of the demonstration lessons are to hone your observation skills and to provide a place for reflection about practice. This lesson will be conducted with your colleagues as students/observers. Following the demonstration, colleagues will
provide both verbal and written feedback, and the demonstration teacher(s) will have the opportunity to meet with a co-director for additional debriefing.

Rehash.
Each student will present an overview of the previous day to the group. This is known as the Daily Rehash—an "artistic" presentation that can take any shape, form, or content that the presenter decides. We have had poems, game shows, songs, top ten lists, visual representations, and more. The person delivering the daily rehash needs to have a handout for each member of the group. This will become our on-going record of our CAWP experience for the summer.

Writing Portfolio.
The portfolio is a collection of your writing in the CAWP Summer Institute. You may include finished pieces or pieces in progress. You may choose to show the evolution of various pieces of writing through a variety of drafts. For each piece, you will also include a reflection, discussing the origins of the piece, your process through it, and your thoughts on the piece as it is presented in the portfolio.

Multigenre Community Writing Project
This assignment can be approached and defined in many ways, but whatever approach you take, what is key is that the writing open up new insights and ways of understanding people as members of community, with all the complexities, contradictions, and affordances that such communities provide. You may include whatever supporting genres/media you see fit, including essays, poems, interviews, letters, recreated dialogue, fiction, artifacts, photos, illustrations, audio, video, hypertext, etc.

Common Readings
Linda Christensen. Reading, writing and rising up.

Individual Reading List
Each student is to generate a list of readings (books, articles, or web sites) specific to a topic in the teaching of writing which would be useful to them if they were providing a professional development workshop to teachers at their level (e.g., elementary, middle school, secondary school, etc.) The list should include at least 10 entries and each entry should include a brief annotation. The list should be attached to their writing portfolio and provided electronically through the CAWP web site so it is available to others.
Grading

Writing Portfolio and Individual Reading List 25%
Multi-genre Community Writing Project 25%
Completion of and Participation in Activities (Rehash, Learning reflections, E-Anthology, peer response groups) 25%
Demonstration Lesson 25%

Total 100%

Final grades will be determined based on the following:
A 94-100%  C+ 77-79%  E 63% and below
A- 90-93%  C  74-76%
B+ 87-89%  C- 70-73%
B 84-86%  D+ 67-69%
B- 80-83%  D 64-66%

Course Schedule

(Note: Since we view learning to teach writing as a recursive process, many topics are recycled throughout the course. Thus, they appear several times throughout the course. Starting with Session 1 – which begins after the retreat – each session will involve teacher writing and teacher demonstration lessons. Teacher writing involves time for teachers to work collaboratively on their writing with peers and time for sharing their writing in public. Teacher demonstration lessons involves a member of the class demonstrating one of their best writing lessons to the class, receiving responses and positive critique from the class, and then meeting with one of the co-directors of the class to review and discuss the lesson).

Topics and Activities at the 3 day / 2 Night Retreat

Topics:
History & Philosophy of the National Writing Project and of the Teaching of Writing
Overview of Perspectives and Inquiry on Learning to Write and the Teaching of Writing
The Nature of Writing As, About, and for Social Justice
   Definitions of social justice
   Writing Community Into Being
Writing As Social Action
Writing As A Collaborative Act

Basic Concepts in Professional Development in Writing Emphasizing Basic Concepts from "Lesson Study"¹

Theoretical Constructs Concerned with Writing as a Social and Communicative Act, Self-Regulated Learners and Writing, the Conversational Context of Learning to Write

Activities
Discussion of Assignments and Projects
Teacher Writing
  Writing About Oneself as a Teacher
  Writing About Oneself Outside of Teaching
  Writing About Cultural Heritage
  Writing About School and Students
Teachers Teaching Writing
  Articulating Our Strengths as Teachers of Writing
  Articulating The Strengths and Resources of Our Students As Writers
  Sharing, Discussing, and Talking About Our Writing (and talking about what constitutes effective talk)
  Registering For and Making First Entry into the NWP Writers’ E-Anthology²

General Description of Topics and Activities During Class Sessions After the Retreat
At each class session, the session begins with one of the students presenting a “rehash” of the previous day’s events, topics, and learning. Then, a writing prompt is provided with discussion about the nature of the prompt and the kind of writing it is intended to promote. We use the presentation of the prompts as a way to discuss theoretical issues related to writing genres and task-writing relationships without using the traditional jargon of these

¹ "Lesson Study" is an approach to professional development developed by Joseph Tobin derived from cross-nation studies of effective teaching. In the CAWP we adopt the core principles of “Lesson Study” but we adapt the practices based on practical considerations, on the nature of the teaching of writing (as opposed to the teaching of academic concepts), and on the needs and circumstances of our students.

² The NWP Writers’ E-Anthology is an web based resource sponsored by the NWP open only to participants of NWP sponsored Summer Institutes. Students in courses such as the one proposed here throughout the nation (over 200 sites) submit their writing(s) to the E-Anthology and designate a level of response they would like from others (e.g., praise, response to specific question, full critique).
topics. For each prompt additional resources are provided including research articles and books and practitioner oriented resources. The presentation of a prompt can take 15 to 30 minutes. After providing a prompt, time is provided for writing. (Note: in lieu of writing time, on a daily basis, we provide training in digital storytelling for up to five students at a time. In brief, a student who is interested in learning how to do digital storytelling will work in the computer lab with one of the co-directors on digital storytelling. At the end of the week, another five students who are interested are provided such training. If room is available, a student who has already had digital storytelling training may continue). At the end of the designated period of time, there is a “read around” in which volunteers share their writing and receive feedback on it. After the “read around” (or later in the day) individuals who want additional feedback can receive that from one of the co-directors and/or peers.

Also during each class session, one or more students presents a “demonstration lesson.” The demonstration lesson is accompanied by a theoretical rationale related to the teaching and learning of writing as well as a bibliography of professional resources. At the end of the demonstration lesson, there is a critique of the lesson based on principles derived from the “Lesson Study” professional development scholarship. In brief, the focus is on the relationship of academic goals, activities, and the assumptions implied in the activities about how students learn. At the end of each class session, each student completes a “learning reflection” noting what they learned that day and what activities or experiences impressed them.

Beyond the teacher writing and demonstration lessons described above, on each day there is either discussion of a theoretical topic related to the teaching of writing or a guest speaker. The number of guest speakers and the topics on which they speak varies depending on the availability and cost. Listed in the sessions below are samples of the topics presented by guest speakers in the past which are also likely to be similar to future topics by guest speakers.

Session 1

Rehash.
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion – Writing as Learning
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 2

Rehash.
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Learning to Write by Writing Ethnography
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 3
Rehash.
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Procedural Display v. Substantive Engagement
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 4
Rehash
Teacher Writing (including prompt, writing, and read around).
Guest Speaker Topic: Writing activities for dealing with race and racism; gender inequities; cultural and linguistic diversity.
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 5
Rehash
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Writing and Students Who Are Learning English As An Additional Language
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 6
Rehash
Teacher Writing (including prompt, writing, and read around).
Guest Speaker Topic: Critically Engaged Reading As A Basis for Writing.
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 7
Rehash
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Self-regulated Learning
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 8
Rehash
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Grice’s Cooperative Principle and Its Application to Writing
Teacher Demonstration lessons and class critique
Learning Reflection

Session 9
Rehash
Teacher Writing (including prompt, writing, and read around).
Guest Speaker Topic: Teaching Writing as Argumentation
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 10
Rehash
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Voice in Writing
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 11
Rehash
Teacher Writing (including prompt, writing, and read around).
Theoretical Topic Discussion: Social Identity and Writing
Teacher Demonstration lessons and class critique
Learning Reflection.
Session 12

Rehash
Presentation of multi-genre community projects
Teacher Demonstration lessons and class critique
Learning Reflection.

Session 13

Rehash
Presentation of multi-genre community projects
Opportunities to continue participation with the CAWP and the NWP
Writing Prompt: Two letters: (a) As I begin the new school year, I want to ...
(b) Thoughts about how I want to grow, so that one year from now I ….”
Course Evaluations

8. **Evaluation:**

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<td>Multi-genre Community Writing Project</td>
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<tr>
<td>Completion of and Participation in Activities</td>
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<td>(Discussion groups, group classroom and</td>
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<td>community inquiry projects, peer response</td>
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<tr>
<td>groups)</td>
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<tr>
<td>Presentation of a Professional Development</td>
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<td>activity on the teaching of writing</td>
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Final grades will be determined based on the following:

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**NOTE:** Any student with a documented disability who may require special accommodations, should self-identify to the instructor as early as possible to receive effective and timely accommodation
Select Books, Articles and Chapters for Additional Reading

Theoretical and Research Studies


Classroom Practice


Ivanic, Roz. (1994). I is for Interpersonal: Discoursal Construction of Writer Identities and the Teaching of Writing. Linguistics and Education, 6, 1, 3-17.


**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could
include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**ODS Statement** — Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** — According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity** —The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.