

## Independent Study Online Course Syllabus

**Course Number: ELA 918**

**Course Title: Effective Writing Strategies**

X Online      ☐ Distance Learning

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**Units: 3**  
**Grade Level: 9-12**

### Course Description

This online course is designed to help teachers' grades 9-12 gain an understanding of the nature of writing strategies and how they can successfully incorporate writing strategies in the secondary classroom. Students will have the opportunity to discover a variety of resources for writing instruction. Students will also have the opportunity to design activities and lessons for their classroom students to write in a variety of genres, learn about writing strategies, and incorporate specific writing strategies at each stage of the writing process. The text selected for this course presents theory regarding the instruction of writing as well as practical lesson plans and strategies for effectively addressing writing strategies in the secondary English classroom. Students will be responsible for obtaining course text, as they are not included in the course fees.

This course is strongly aligned with the standards established by the National Council of Teachers of English. The required textbook (*Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*) is an NCTE publications. The ultimate goal is to create an atmosphere which fosters students' awareness, understanding, and implementation of writing strategies in the secondary classroom. This course is ideal for English teachers at the 9<sup>th</sup> -12<sup>th</sup> grade level.

### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

**Moodle Site Login and passwords – (or other online course access information)**

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Course Materials**

Dean, Deborah. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, Illinois: National Council of Teachers of English, 2006. ISBN: 0-8141-4754-2

**Course Requirements**

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

**National Content / Common Core Standards**

The course addresses the National Council of Teachers of English, standards #1-7, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

## **Learning Objectives / Outcomes**

It is the goal of the instructor that students will have a greater understanding of the importance of writing in the classroom as well as multiple strategies for approaching the teaching of a variety of writing genres in the high school classroom. Please note the national standards (as discussed previously) addressed by each objective.

Students of this course will be able to:

1. Create lesson plans that engage students with a variety of writing assignments, writing strategies, and writing genres and foster the development of student writing with writing strategies. (1, 3, 4, 5, 6, 7, 11, 12)(NBPTS 1-4)
2. Explain and reflect upon how teaching strategic writing is different from teaching the writing process (1, 3, 4, 5, 11, 12)(NBPTS 1-4)
3. Identify a variety of writing genres/purposes and develop writing strategies for addressing multiple writing genres in their classrooms. (1, 3, 4, 5, 6, 7, 11, 12) (NBPTS 1-4)
4. Choose appropriate writing strategies and activities for the classroom that meet their own state standards, as well as the national standards for the teaching of English. (1, 3, 4, 5, 6, 7, 11, 12)(NBPTS 1-4)
5. Participate/collaborate in a professional community by sharing ideas and experiences regarding the teaching of writing strategies with other teachers in discussion forums and/or at school site. (1, 3, 4, 5, 6, 7, 11, 12) (NBPTS 1-4)
6. Implement writing strategies in a variety of lesson plans/writing assignments. (1, 3, 4, 5, 6, 7, 11, 12) (NBPTS 1-4)
7. Identify and develop techniques for approaching the teaching of writing in the classroom. (1, 3, 4, 5, 6, 11, 12) (NBPTS 1-4)
8. Incorporate a variety of professional writing samples for students to analyze and model in the instruction of writing strategies. (1, 3, 4, 5, 6, 7, 11, 12) (NBPTS 1-4)
9. Identify writing resources for students and teachers on the internet (1, 3, 4, 5, 6, 7, 9, 11, 12) (NBPTS 1-4)

## **Schedule of Topics and Assignments**

1. Introduction
2. Chapter 1: Becoming Strategic. Discussion Forum
3. Chapter 1: Becoming Strategic. Activity
4. Chapter 2: Strategies for Inquiry. Discussion Forum
5. Chapter 2: Strategies for Inquiry. Lesson Plan
6. Chapter 3: Strategies for Drafting: Investigating Genre. Discussion Forum
7. Chapter 3: Strategies for Drafting: Investigating Genre. Lesson Plan
8. Chapter 4: Strategies for Drafting: Considering Audience. Discussion Forum
9. Chapter 4: Strategies for Drafting: Considering Audience. Lesson Plan
10. Chapter 5: Strategies for Drafting: Responding to Purpose. Discussion Forum
11. Chapter 5: Strategies for Drafting: Responding to Purpose. Lesson Plan
12. Chapter 6: Strategies for Product: Rethinking Revision. Discussion Forum
13. Chapter 6: Strategies for Product: Rethinking Revision. Lesson Plan
14. Writing and the Internet: Discussion Forum

15. Writing and the State Standards
16. Discussion Forum: Final Reflection

### **Evidence of Learning**

1. Student provided evidence of his/her understanding of the course's objectives and the course text through his/her reflective writing. (Assignments #1, 2, 4, 6, 8, 10, 12, 14, 15, 16)
2. Student designed and implemented lesson plans that demonstrated his/her understanding of the course objectives and the principles of the text. (Assignments #5, 7, 9, 11, 13)
3. Student read a professional teaching text (*Strategic Writing* as well as online journals/education articles) and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles. (Assignments #1-13, 15, 16)
4. Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans for the classroom. (Assignments #3, 5, 7, 9, 11, 13)
5. Student demonstrated an understanding of his/her state and/or professional teaching standards, and how teaching strategies may be used in the future (Assignment #15)
6. Student applied ideas from the texts to the classroom. (Assignments #1-14)
7. Student participated in a professional learning community and extended ideas outside of the course text (Assignments # 1, 2, 4, 6, 8, 10, 12, 14, 15, 16)

### **Grading Policies and Rubrics**

All assignments are given individual point values, for a total of 250 points. Grades will be calculated based on the total number of points earned in the course. Please see the grading rubric for detailed breakdowns of each assignment.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Instructor/Student Contact**

A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

### **References/ Resources**

Burke, Jim. *Writing Reminders: Tools, Tips & Techniques*. New York: Boyton Cook, 2003.

Dixon, Chris. *Lesson Plans for Teaching Writing*. NCTE: Urbana, Illinois, 2007.

Gallagher, Kelly. *Teaching Adolescent Writers*. Portsmouth: Stenhouse, 2006.

Gardner, Traci. *Designing Writing Assignments*. NCTE: Urbana, Illinois, 2008.

Graham, Stephen. *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. New York: Brooks Publishing Co, 2005.

Harris, Karen. *Powerful Writing Strategies for All Students*. New York: Brooks Publishing Company, 2007.

Jago, Carol. *Cohesive Writing*. New York: Heinemann, 2002.

Langer, Judith. *Effective Literacy Instruction: Building Successful Reading and Writing Programs*. NCTE: Urbana, Illinois, 2002.

Moeller, Dave. *Computers in the Writing Classroom*. NCTE: Urbana, Illinois, 2002.

Nagin, Carl. *Because Writing Matters: Improving Student Writing in Our Schools* (National Writing Project) 2006.

Smith, Michael W. and Jeffrey Wilhelm. *Going with the Flow: How to Engage Boys (and Girls) in the Literacy Learning*. NCTE: Urbana, Illinois, 2006.

Tchudi, Stephen. *Alternatives to Grading Student Writing*. NCTE: Urbana, Illinois, 1997.

### **Internet Resources**

[www.ncte.org](http://www.ncte.org) (National Council of Teachers of English)

[www.readwritethink.org](http://www.readwritethink.org) (Read, Write, Think)

<http://school.discovery.com/schrockguide/index.html> (Kathy Shrock's Guide for Teachers)

<http://www.LiteracyConnections.com/> (Literacy Connections)

<http://www.hoagiesgifted.org/eric/faq/writskls.html> (Teaching Writing Skills to Students with Disabilities)

<http://www.ldonline.org/indepth/writing> (Articles & Resources for writing with LD students)

<http://www.aber.ac.uk/media/Documents/short/strats.html> (Writing Strategies)

<http://peabody.vanderbilt.edu/x7558.xml> (Write-minded Strategies)

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

## **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## **FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.

<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.