New York University  
Steinhardt School of Culture, Education and Human Development  
Department of Teaching and Learning

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LITC-GE2013/2015  
Literacy Education II: Writing Practices  
Wednesday, 6:45  
Fall 2012

Course Description:  
Survey of writing theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Examination of writing development from early childhood through adolescence. Exploration of the role of writing in the relationship between language and literacy development.

Objectives:
- To explore theories of writing development
- To explore theories of learning as they pertain to writing development
- To learn how to implement a standards-based curriculum in writing that fosters writing development and engagement (independent of a commercial vendor)
- To survey and critique pedagogical approaches in the field of writing
- To explore methods of writing assessment and record-keeping
- To develop your writing identity and gain confidence in personal writing ability

Required texts:
- Learning to Write with Purpose  
  Allan et al.
- Genre Practice  
  Cynthia McCallister (on Bb)
- The Essential Donald Murray  
  Donald Murray
- Creating Writers Through 6-Trait Writing Assessment and Instruction (5th Edition)  
  Vicki Spandel
- The Beginnings of Writing  
  Charles Temple et al.
- On Writing Well  
  William Zinsser
- Using CBM for Progress Monitoring in Written Expression and Spelling  
  Lynn Fuchs & Douglas Fuchs (on Bb)
Regular Class Format

**Writing Block:** This course will model the kinds of teaching and learning activities recommended in the texts we will be reading. Approximately 30 minutes of each class will be devoted to a writing block that will include writing and response activities. Students are expected to select writing topics and forms, bring drafts to each class for response work, read their writing aloud to the class, and revise writing between classes. The Writing Block Facilitator(s) will be responsible for managing time and transitions within the writing block.

**Text Discussion:** The discussion of individual responses over the assigned readings in small- and large-group contexts.

**Presentation/Discussion:** The remainder of the class will be devoted to the exploration of topical content including writing development, curriculum planning, and writing assessment and will include class discussions of the assigned readings and presentations by the instructor.

*Note:* Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for students with Disabilities 212.998.4980, [www.nyu.edu/csd](http://www.nyu.edu/csd).

**Collaboration**

Most of the projects for this class are structured to require collaboration. It is important for every person in the work group to be accountable to the collaborative process by doing their fair share by acting to ensure that others have the support needed to do their fair share. Make sure the workload for these projects are evenly distributed between *all* members of your group and that each person adheres to the following criteria:

- Every person thoroughly reads all assigned material and contributes to discussion
- Every person contributes an equal share of ideas to each assignment
- Every person contributes an equal share of writing for every assignment

*Some assignments require classroom fieldwork. So plan ahead to locate and arrange field visits well in advance of assignment due dates.*

**Grading**

**Attendance, punctuality and Participation (12 points)**

The curriculum depends heavily on group-work and active participation by all class members is essential to its success. You are expected to attend every class, but you are excused one absence for any reason (religious, health, personal). Any additional absence will lower your final mark by one letter grade in this category. Late work is not accepted. If you must miss class, send your work via e-mail prior to class time. If, after you have
already missed one class, extenuating circumstances prevent you from attending class, please seek permission from the instructor.

**Talking Points (12 points)**
Each week bring some “talking points” you’ve collected from your reading of the assigned text. They can take the form of salient points, questions, points of disagreement, applications to teaching, or anything else you think is important. List your points on a sheet of paper or an index card. Talking points will be collected each week.

**Activity Block Leadership/Reflection (10 points)**
Each class session will include a writing activity block facilitated by class members. Facilitation responsibilities include presentation of a ‘Grass-roots Lesson,’ the conduct of one Writing Conference, and facilitation of the Writing Share, all of which should take place in the space of 60 minutes. Rubrics outlining the procedures for each format included in the activity block can be found at [http://www.learningcultures.net/curriculum/the-formats](http://www.learningcultures.net/curriculum/the-formats). You should carefully examine the rubrics prior to your assigned session and plan accordingly so that you can satisfy the requisite expectations (you can read about each format on the LearningCultures.net website under Curriculum/Formats).

This assignment will include a formal reflection in which you critically analyze the quality of each of the formats, the quality of your facilitative role, and recommendations for improvement in teaching and learning practices. The reflection should take the form of a two-page, single-spaced paper (approximately 800 words) in any genre you choose (e.g., letter to Cynthia, formal report). Reflections will be weighted for alignment to the rubric indicators and capacity for critical self-reflection.

Reflections are due two weeks after your assigned session.

**Writing compositions (24 points)**
The writing assignments for this course are designed to help you learn how to teach writing through the experience of participating in writing curriculum activities you can use with your students. Completed pieces can be used as exemplar texts in your teaching. Referencing one set of grade-level standards in writing from the Common Core Standards, you will be expected to draft, revise and polish three pieces of writing that serves each of three functions (argument, informative/explanatory, narrative). Writing can take the form of any genre. All submissions should represent efforts from a “sustained research project” (see Common Core State Standards, ELA, p. 46). Annotate your piece by applying criteria from the Common Core State Standards to your work (see Common Core State Standards Appendix A for annotation exemplars).

As part of this assignment, you should plan to collect and analyze two exemplar texts for each of the genres you choose. Using the example annotations of literature in Appendix A of the CCSS as a guide, annotate the texts using indicators from pertinent assessment rubrics, CCSS indicators, the genre probes used in class, in addition to your own critical insights. Explain how language, conventions and other devices are used to effect purpose.

You will also be expected to share your drafts with your classmates, to get their feedback, and to use feedback reasonably to improve your writing. Deep, substantive
revision is an expectation for each piece of writing you submit, and drafts of writing should demonstrate extensive revision effort. For each piece of writing you submit, hand in a 600-word annotation/reflection. The annotation portion should include bullet points of the writing process including an explanation of the feedback received and how you used it in your revision process. The annotation portion should be written in manner described above (exemplar annotations).

These assignments are graded on a credit/no credit basis. Provided you demonstrate outstanding effort, you will receive full credit for this work. If you do not, you will be invited to R&R (revise and resubmit). Each paper is worth 8 points. Submit drafts (1 point), reflection/annotation (2 points) the final polished piece (3 points) and exemplars (2 points).

Classroom Observation (10 points)
This assignment is designed to help you explore the relationship between context, interaction and writing development. You will be asked to observe two complete writing periods in a public school classroom. Before your observation, interview the teacher about his/her writing program (description, strengths, weaknesses, perception of student engagement and effectiveness in supporting writing development). Also interview a few students representing a balance of subgroups in the class (boys, girls, strong writers, weak writers). Create a map of the room and make one photocopy for each observation session. During your observation, note how students utilize space, how they interact with peers and the teacher, the nature of language they use, and the activities they engage in. How do the “artifacts” of the classroom support or constrain certain types of activity, and how might the use of artifacts over time result in development? Observations should be organized to include analysis of the learning formats including subjects, artifacts, endpoints, roles, rules & community. Analytic concepts that will be explained in class. Analyze and interpret your data, and report it in the form of a document no longer than 1000 words. Each submission is worth 10 points. Submit interviews (1 point), maps and notes (2), report (7)

NOTE: Students may work in teams of 2 or 3.
*This is a field-based assignment.

Writing Case Study (12 points)
Identify a focal student. Include the following components in your study:

Observation: Plan to observe him or her during two, 30-minute writing periods. Plan the observations carefully so that the assignment provides an opportunity for you to explore some aspect of child behavior that is interesting to you. You should employ methods of observation and note-taking presented in class. (1 point)

Interview: Find a time to briefly interview the student about his/her attitude about and experiences with writing in school. (1 point)

CBMs (writing fluency & spelling): Administer three components of a written expression CBM (grades 1-12) and a spelling CBM (grades 1-6). (1 point)

Writing samples: Collect a range of writing samples from the child including drafts, polished pieces and journal entries (also try to collect writing from content subjects if possible). Annotate each piece of writing in the manner found in Appendix C
of the CCSS using criteria from the assigned texts and the Common Core State Standards (2 points).

**PROCESS:** Analyze your field observations and writing “data” against the theoretical ideas you are learning about in class. Interpret your findings in the form of a **700-word, single-spaced typed report (not including appendices or attachments).** (8 points). Use the 6-Traits rubric for informational writing as a self-assessment guide.

**NOTE:** Students may work in groups of 2-3. Plan to present your case study on the last night of class.

*This is a field-based assignment.*

**Spelling Booklet (10 points)**

Few curriculum issues garner as much controversy or concern as spelling. People are judged by their spelling ability (not necessarily fairly), teachers are judged by how well they teach spelling and how well their students can spell, and parents are concerned that their children learn to spell correctly.

Several of the texts we’ll be reading this semester will elaborate on the developmental course of spelling competence and provide strategies for supporting spelling development in students. This assignment provides the opportunity for you to synthesize this information and to present it in a form that is accessible to a general audience of parents and/or fellow teachers.

Collect the most salient insights about spelling from the range of texts used in the class (the books assigned as well as spelling indicators within the Common Core State Standards). Also plan to include insights from at least two frequently sited research articles from peer-reviewed journals on the topic of spelling.

Choose a generic form that is accessible and interesting to a broad lay audience (booklet, brochure, manual). Organize your material according to the dominant themes that emerged from your research (e.g., overview of spelling development, the importance of accurate spelling, common challenges, recommendations for supporting the development of spelling in students). Texts should be fewer than 1000 words in length. Writing will be evaluated based on quality of form.

**NOTE:** Students may work in teams of 2 or 3 to complete this assignment.

**Writing Booklet (10 points)**

This assignment gives you the option to choose between two topics—*how writing emerges or how written genres are used and learned.* With the same intention to explain to and educate a general audience described in the assignment above, adhering to a similar process and standard of evaluation, create an informative text on the topic of your choice. The text should be fewer than 1000 words. Writing will be evaluated based on quality of form. We’ll discuss the two options in class.

**NOTE:** Students may work in teams of 2 or 3 to complete this assignment.

**NOTES:**

*Materials graded after the conclusion of the semester will be left in my mailbox until February 1 for pickup, then discarded.*
*At the conclusion of class, please give a hand putting the classroom back in order as a consideration to the next occupants.
Assignment Schedule
LITC-GE2013/2015, Fall 2012
(Schedule subject to revision)

September 12: Good writing
Read: *On Writing Well*, Parts I & II
Bring: Talking Points

September 19: Forms
Read: *On Writing Well*, Part III
Bring: Talking Points

September 26: Writing Development
Read: *The Beginnings of Writing*, Part I
   *Six Traits*, Chapter 12 (bring talking points for each reading)
Bring: Talking Points

October 3: Writing Development
Read: *The Beginnings of Writing*, Part II
   *Six Traits*, Chapters 1-3 (bring talking points for each reading)
Bring: Talking Points
Due: Composition I

October 10: Writing Education: The Writing Process
Read: *Learning to Write with Purpose*, Chapters 1-4
   *The Beginnings of Writing*, Chapter 11
Bring: Talking Points

October 17: Early Composition
Read: *The Beginnings of Writing*, Chapters 7-10
Bring: Talking Points

October 24: Functions and Forms of Writing
Read: *Learning to Write with Purpose*, Chapters 5-7
Bring: Talking Points
Due: Writing Booklet

October 31: Evaluating, Revising and Editing Writing
Read: *Learning to Write with Purpose*, Chapters 8 & 9 (you need only bring talking points for this reading)
*Using CBM for Progress Monitoring in Written Expression and Spelling* by L. S. Fuchs & D. Fuchs (available on BB)
Bring: Talking Points
Due: Composition II
November 7: The History of Writing Revisited: The Process Tradition
Read: *Essential Murray*, Chapters 1, 2, 3, 4, 8, 10, 13, 15, 17, 22
Bring: Talking Points

November 14: “Post-process” and Social Genre Theory
Read: *Writing as Genre Practice*, by Cynthia (entire manuscript)
Bring: Talking Points
Due: Classroom Observation

November 21: No Class

November 28: Assessing Writing
Read: *Six Traits*, Chapters 4-11
Bring: Talking Points
Due: Spelling Booklet

December 5: Teaching Writing Today
Read: *Learning to Write with Purpose*, Chapters 10 & 11
Bring: Talking Points
Due: Composition III
   Case study

December 12: No Class (legislative day—classes meet on Monday schedule)
Assignment Schedule (REVISED)
LITC-GE2013/2015

November 7 (make up for October 31): Evaluating, Revising and Editing Writing
Writing Block facilitator: Nancy Yu
Sharers: Jacki, Falynn & Suzanne
Read: Learning to Write with Purpose, Chapters 8 & 9 (you need only bring talking
points for this reading)
Using CBM for Progress Monitoring in Written Expression and Spelling by L. S. Fuchs
& D. Fuchs (available on BB)
Essential Murray, Chapters 1, 2, 3, 4, 8, 10, 13, 15, 17, 22
Bring: Talking Points for Learning to Write with Purpose & Essential Murray
Due: Composition II

November 14: “Post-process” and Social Genre Theory
Writing Block Facilitators: Leandra & Sasha
Sharers: Danielle W & Michelle
Read: Writing as Genre Practice, by Cynthia (entire manuscript)
Bring: Talking Points
Draft of Spelling booklet for poster session
Data for Classroom Observation

November 21: Optional make-up class—tutorial and support for projects (Please RSVP
if you plan to attend)

November 28: Assessing Writing
Writing Block Facilitators: Paola & Alexandra
Sharers: Miriam & Leandra
Read: Six Traits, Chapters 4-11
Bring: Talking Points
Data for case study (interview, observation, writing assessed using Six-Traits,
CBM analysis)
Due: Spelling Booklet
Classroom observation

December 5: Teaching Writing Today
Writing Block Facilitators: Miriam & Michelle
Sharers: Jacki & Kate
Read: Learning to Write with Purpose, Chapters 10 & 11
Bring: Talking Points
Due: Composition III (Kate & Jacki can e-mail final revised drafts by December 8)
Case study

December 12: No Class (legislative day—classes meet on Monday schedule)
Presentation Plan
LITC-GE2013/2015, Fall 2012
(Schedule subject to revision)

September 5: The History of Writing Instruction
Activity: Writing prompt, free write, read, share, rewrite, large group share
Workshop facilitation sign up
Share sign up
LearningCultures.net overview (rubric overview)
Presentation: History of writing instruction

September 12: Good writing
Read: On Writing Well, Parts I & II
Bring: Talking Points
Presentation: CCSS Appendix C (show children’s writing. Brainstorm achievements using CCSS for grade level. Read annotations)

September 19: Forms
Read: On Writing Well, Part III
Bring: Talking Points
Activity: Share writing exemplars (three with the full class, the rest in small groups)

September 26: Writing Development
Read: The Beginnings of Writing, Part I
Six Traits, Chapter 12 (bring talking points for each reading)
Bring: Talking Points
Share Kindergarten writing samples. Distribute Emergent Writing Assessment to analyze samples.

October 3: Writing Development
Read: The Beginnings of Writing, Part II
Six Traits, Chapters 1-3 (bring talking points for each reading)
Bring: Talking Points
Due: Composition I

October 10: Writing Education: The Writing Process
Read: Learning to Write with Purpose, Chapters 1-4
The Beginnings of Writing, Chapter 11
Bring: Talking Points

October 17: Early Composition
Read: The Beginnings of Writing, Chapters 7-10
Bring: Talking Points

**October 24:** Functions and Forms of Writing
**Read:** *Learning to Write with Purpose*, Chapters 5-7
**Bring:** Talking Points
**Due:** Writing Booklet

**October 31:** Evaluating, Revising and Editing Writing
**Read:** *Learning to Write with Purpose*, Chapters 8 & 9 (you need only bring talking points for this reading)
*Using CBM for Progress Monitoring in Written Expression and Spelling* by L. S. Fuchs & D. Fuchs (available on BB)
**Bring:** Talking Points
**Due:** Composition II

**November 7:** The History of Writing Revisited: The Process Tradition
**Read:** *Essential Murray*, Chapters 1, 2, 3, 4, 8, 10, 13, 15, 17, 22
**Bring:** Talking Points

**November 14:** “Post-process” and Social Genre Theory
**Read:** *Writing as Genre Practice*, by Cynthia (entire manuscript)
**Bring:** Talking Points
**Due:** Classroom Observation

**November 21:** No Class

**November 28:** Assessing Writing
**Read:** *Six Traits*, Chapters 4-11
**Bring:** Talking Points
**Due:** Spelling Booklet

**December 5:** Teaching Writing Today
**Read:** *Learning to Write with Purpose*, Chapters 10 & 11
**Bring:** Talking Points
**Due:** Composition III
   - Case study

**December 12:** No Class (legislative day—classes meet on Monday schedule)
SIGN UP SCHEDULE
LITC-GE2017

September 11:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________

Unison Reading C: ________________________________

Unison Reading D: ________________________________

Genre Share: ________________________________

September 18:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________

Unison Reading C: ________________________________

Unison Reading D: ________________________________

Genre Share: ________________________________

September 25:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________
October 2:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________

October 9:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________

October 24:

Writing Block Facilitator(s): ________________________________

Share 1: ________________________________

Share 2: ________________________________

October 16: No Class—Fall Recess
**October 23:**

Writing Block Facilitator(s):  

Share 1:  

Share 2:  

**October 30:**

Writing Block Facilitator(s):  

Share 1:  

Share 2:  

**November 6:**

Writing Block Facilitator(s):  

Share 1:  

Share 2:  

**November 13:**

Writing Block Facilitator(s):  

Share 1:  

Share 2:  

**November 20:** No Class
November 27:

Writing Block Facilitator(s): ____________________________________________
Share 1: ____________________________________________________________
Share 2: ____________________________________________________________

December 4:

Writing Block Facilitator(s): ____________________________________________
Share 1: ____________________________________________________________
Share 2: ____________________________________________________________

December 11:

Writing Block Facilitator(s): ____________________________________________
Share 1: ____________________________________________________________
Share 2: ______________________
***Writing Block Facilitator***

**Self Reflection**

**Quality of analysis**

Completeness:
Degree to which reflection touched upon each writing block format (lesson, work time, conference, share)

Critical analysis:
Degree to which reflection related to rubric criteria Critical analysis of professional practice
Exploration of possible strategies to improve practice

**Structure and conventions:**
Organization and development of themes and ideas using details and evidence from data (conference records, notes)

Reflections will be weighted for alignment to the rubric indicators and capacity for critical self-reflection.

Reflections are due two weeks after your assigned session.