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# Read Like A Writer:

## Collecting Mentor Texts To Use With Your Writing Program

**Syllabus**



**Dr. Anne F. Goiran-Bevelhimer**

**READ LIKE A WRITER:  
COLLECTING MENTOR TEXTS TO USE WITH YOUR WRITING PROGRAM**

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<b>Graduate Credit:</b>	3.0 sem. hrs. Graduate credits/ 4.5 CEU
<b>Graduate Prefix:</b>	See accrediting university for prefix and number
<b>Course Schedule:</b>	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

**COURSE DESCRIPTION:** Read like a writer to write like a writer! Read from a wide variety of literature, fiction and nonfiction, to study how authors craft writing. Collect mentor texts to use with your writing program. Use mentor texts as co-teachers of writing to teach all genres of writing and inspire vision for writing, yours and your student's. Choose selections that model the crafts of writing you want to teach from text types and purposes to literary devices to grammar. . Organize your collection of mentor texts in a practical, useful reading log to make your writing program more alive and authentic. Create a unit of study that is useful and practical to you.

*This course supports **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Writing 1, 2, 3, 4,7,8, 9 and 10. Mentor texts can be used to show excellence in texts types; argument, informative/explanatory and narrative writing as well as demonstrate how authors create and support purpose. Exemplary mentor texts can be found to demonstrate how authors produce clear and coherent writing, organization and writing style to meet task, purpose and audience. Mentor texts can be used to model how authors gather and used research to build and present knowledge. And mentor texts can be used as models of text to study, analyze and imitate in structure and style, to develop effective writing skills through writing routinely.*

*Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards.*

## **STUDENT LEARNING OUTCOMES:**

Upon completion of the course, the student will be able to:

1. Identify the transactional nature of reading and writing; how reading can become a partner with teaching writing.
2. Define “read like a writer”.
3. Differentiate between literary analysis and the study of craft of writing.
4. Explore the professional literature on using mentor texts to teach and model the crafts of writing.
5. Identify a mentor text as a selection of text to demonstrate craft(s) of writing.
6. Identify writing content standards, writing curriculum, or focus on specific writing skills to target for collecting mentor texts.
7. Classify mentor texts to illustrate the crafts of writing that support the teaching and learning of writing.
8. Create an annotated reading log of mentor texts that support the teaching and learning of writing, choosing texts from a wide variety of literature identifying writing crafts to use as co-teachers of writing.
9. Create a writing unit using mentor texts.
10. Evaluate what you have learned from reading like a writer and collecting mentor texts to use in your writing program as a result of taking this course.

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

*Read Like a Writer: Collecting Mentor Texts to Use with Your Writing Program* by Anne Goiran-Bevelhimer, Ed.D.

The text will be sent upon registration.

## **COURSE REQUIREMENTS:**

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of independent study to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements:

- I. TEXT ASSIGNMENTS OVERVIEW: You will be given instructions in the text to complete these assignments.**
  - 1. Identify the transactional nature of reading and writing; how reading can become a partner with teaching writing.** Authors who write well engage readers. Authors who write well are masters of the crafts of writing. Reading like a writer offers an opportunity to study well-crafted texts and mine them for examples of writing strategies to teach

effective writing of all types. Explore reading like a writer, being a teacher of writing and the use of mentor texts as co-teachers of writing in a written narrative.

2. **Identify a mentor text as a selection of text to demonstrate a craft of writing.** Choose and identify authors and texts from a wide variety of literature, genres and print forms to study for mining the crafts of writing. Create a chart of authors, excerpts of texts and writing crafts to use as mentor texts with your writing program.
3. **Define “read like a writer.”** Reading like a writer means to study the craft of writing looking for “tricks” of the trade. Reading like a writer means after you read for pleasure or information, you re-read for craft. Choose texts that you love and let these authors teach you how to craft writing. Study these texts and make a collection of crafts: ideas, well-chosen words, ways to construct sentences, use of punctuation, organization, effective technique and ways to create voice. These writing crafts help a reader to gain meaning from print and to be engaged, can also be used as co-teachers of writing. Choose ten (10) texts (books, picture books, articles, and advertisements, anything in print) that you love. What is it that you “love” about the writing in these texts? Quote a short sample of the writing. **Write a 1-2 page observation paper about what makes you “love” a text, what do you notice about the crafts this author uses?**
4. **Differentiate between literary analysis and the study of craft of writing.** Literary analysis is the study of meaning. Craft analysis is the study of how a writer creates meaning using the art of writing. Choose 3 passages from books, articles or something you are currently reading that strike you, because of the way it is written. You might be struck by word choice or the effect of a passage or sentence. These are the passages that make you wonder, “How did the author do that?” Share the passages and your reactions.
5. **Identify a mentor text as a selection of text to demonstrate craft(s) of writing.** Study and list the crafts of writing that you notice in a mentor text.
6. **Identify writing content standards, writing curriculum, or focus on specific writing skills to target for collecting mentor texts.** Describe the writing program you use as a teacher of writing. Your writing program may be a formal program with a required textbook, or a self-made program. Whatever guides your writing instruction is your writing program. In a 3-4 page description, consider:
  - What is the philosophy of your writing program?
  - How does it meet standards?
  - Does the writing program use mentor texts? If so, please describe.
  - Outline the writing crafts in your writing program.
  - What criteria will you use to collect mentor texts to use with your writing program? Use this question as your guide: “What can I read that is like what I am trying to write?”
  - If you aren’t “trying to write” anything, use the following suggestions to guide your search. Find an example of humorous writing, an example of writing a “hook” or lead and an example of writing a description. Or use the guidelines of the Common Core State Standards and find an example of argument that supports claims using valid reasoning, and relevant evidence; informative or explanatory writing that clearly conveys complex ideas or narratives that use effective techniques, well-chosen detail and well-structured events. Be sure to cite your text and give an example of the craft from the text.

**7. Classify mentor texts to illustrate the crafts of writing that support the teaching and learning of writing.**

- Craft Inquiry. Choose a text to read. Mine it for craft possibilities. Ask, “What do I see here that might work for me in my writing?”
- Using the 6+1 traits of writing, choose one of the traits. Brainstorm the crafts of writing within one of the traits. For instance, the crafts of writing for Sentence Fluency might include: One word sentences; fragments, complex sentences; compound sentences; sentences that start with the same word for effect;
- Create a mentor text set. Choose a craft to study. Find several examples of mentor texts that illustrate this craft. Be sure to include your finds in your annotated reading log.
- Teacher as Writer. Please show how you can use mentor texts to inspire your writing. Submit 5 samples, trying out different crafts of writing.

**II. OUTSIDE READING AND WRITING ASSIGNMENTS:**

1. **Explore the professional literature on using mentor texts to teach and model the crafts of writing.** Choose a professional resource (print or digital ; books or articles) about using mentor texts for teaching writing. Choose from the suggested list in the text or use your writing curriculum guide or any other print or digital text of your choosing. Choose books or articles to read. Spend a few hours (**5-7 hrs.**) reviewing and reading what other professionals say about using mentor texts as co-teachers of writing. **Write a 3-4- page review and evaluation paper.** Cite your source(s). Briefly summarize your review. Spend most of your time evaluating what you learn about using mentor texts to co-teach writing in your classroom or for yourself as a writer. Give specific examples and strategies.
2. **Create an annotated reading log that works for you to record the reading you’ve done for this class highlighting the mentor texts and crafts of writing. Please include a copy in your final work.** Document a minimum of 45 mentor texts or 45 hours of reading\*, studying and documenting mentor texts. Create a useful and practical annotated reading log highlighting the mentor texts and crafts of writing.  
\*Text complexity matters. Reading rates vary. You may have fewer titles, but show you have read and documented for about 45 hours. Or you may have more titles, especially if you focus on picture books or if you focus on excerpts from texts as your mentor texts. This is the heart of the course. Make it work for you.
3. **Create a writing unit using mentor texts.** Culminate your work by creating a unit of study using mentor texts as co-teachers or writing. Show how you use a mentor text to direct your writing. Submit samples as models to show your students. If you are not currently in the classroom, create a unit of study for yourself as Teacher as Writer.

**III. REFLECTION ESSAY:**

**Write a Reflection Paper.** Evaluate what you have learned from doing the work for this course *Read Like a Writer: Collecting Mentor Texts to Use in your Writing Program*. Reflect on what you learned from completing the work guided in the text. Please address the following in a 3-4 page essay:

- What have you learned about yourself as a writer and a teacher of writing using mentor texts in your writing program?
- How will you continue to use mentor texts with your writing program? Reflect on the creation of your unit plan.
- How will you continue to read like a writer and collect mentor texts as co-teachers of writing?

**GRADE DISTRIBUTION AND SCALE:**

**Grade Distribution:**

I. TEXT	100 pts.
II. OUTSIDE READING AND WRITING ASSIGNMENTS	
a. Mentor Text Review and Evaluation Paper	10 pts.
b. Annotated Reading Log	45 pts.
c. Writing Unit	20 pts.
III. REFLECTIVE ESSAY	<u>25 pts.</u>
Total	200 pts.

**Grade Scale:**

A	91-100%	182-200 pts.
B	81-90%	162- 181pts.
C	71-80%	142- 161 pts.
D	61-70%	122- 141 pts.
F	Less than 60 %	Less than 121 pts.

