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Writing Strategies for Boys, K-12 (good for girls, too!)

Syllabus



Dr. Anne F. Goiran-Bevelhimer

WRITING STRATEGIES FOR BOYS, K-12 (GOOD FOR GIRLS, TOO)

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

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

COURSE DESCRIPTION:

Writing strategies tailored for boy's interests and learning style preferences based on findings from research that are good for girls, too. Develop authentic purposeful writing tasks that help boys pursue an interest, gather information to be competent and honor their love for action, power and humor. Strategies to motivate boys to write "more", include detail, and respond to assessment will be addressed. This course will give you a compendium of practical writing activities and strategies that you can use in your classroom K-12.

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Writing Text Types and Purposes Standards 1,2,3, Production and Distribution of Writing Standards 4,5,6, and Range of Writing Standard 10.*

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 what instructional and curricular practices work for boys and writing and what doesn't.
2. Select information from the current research literature on the nature of boys, the writing habits of boys and implement findings in curricular and instructional writing practices.
3. Synthesize the research on boys and wisdom gleaned from master writers on the topic of writing, with curricular and instructional writing practices for boys to meet the need for authenticity, writing curriculum, as well as meeting the rigors of writing standards.
4. Use and produce writing strategies and activities that build on interest, choice, authenticity, purpose, humor and the use of appropriate power and violence in stories (conflict).
5. Experiment with text types and purposes, such as informational writing, opinion writing, argument writing, writing for assessments with boy's in mind.
6. Prepare boy-friendly writing strategies.
7. Evaluate the effectiveness of creating writing strategies for boys, (good for girls, too) aligning writing strategies for boys with writing curriculum and state standards for writing.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Writing Strategies for Boys K-12 (good for girls, too!) by Anne Goiran-Bevelhimer, Ed.D.

This 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.

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

TEXT: Please complete the exercises in the text. There are directions in the text for Outside Reading and Writing Activities.

Part 1: You and Your Boys

A review of your experiences with writing, teaching writing and your experience with boys and writing. An invitation to be a teacher-researcher.

Part 2: Research about Boys and Writing

Review some of the current research on boys and writing. Review current research on brain development particularly for boys. Survey boys.

Part 3: The Writing Process Boy Style

A review of writing practices, your writing curriculum, and setting the conditions for writing that is boy-friendly (good for girls, too!)

Part 4: Compendium of Boy-Friendly Writing Strategies

Choose 10 writing strategy ideas from “Part 4: Compendium of Boy-Friendly Writing Strategies”. Do them yourself. If possible do them with your students.

OUTSIDE READING AND WRITING ACTIVITIES:

Journal: Keep a journal or running record of your observations and interactions with boys. What do you notice about boys and writing? What works? What doesn't work? Minimum of 10 entries, 1-2 pages each.

Survey at least one boy about their interests. (A “Survey” is in the workbook).

Review Current Research. In addition to the review of literature in the text, find, read and review 1 piece of current literature on boys and writing using the Internet or publications (journals, books). Read and write a 1-2 page review of your findings.

Review a Book on Writing. Write a 1-2 page review focusing on using wisdom from master writers, such as Ralph Fletcher, Don Murray, E.B. White, as co-teachers of writing and authentic resources for boys. Identify at least one writing tip you can use with boys.

Boy-Friendly Lesson Plan. Create, adapt or identify a boy friendly writing strategy. Please include grade level and source if the idea is not original.

Reflection Essay. What have you learned as a result of taking this class, trying out some of the writing strategies, and hopefully tried them out on boys? Evaluate the effectiveness of creating writing strategies for boys, (good for girls, too) aligning writing strategies for boys with writing curriculum and state standards for writing. 3-4 page essay.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

1. **TEXT:**
 - a. Part 1 You and Your Boys 40 pts.
 - b. Part 2 Research about Boys and Writing 30 pts.

- c. Part 3 The Writing Process Boy Style 40 pts.
- d. Part 4 Compendium of Boy-Friendly Writing Strategies 100 pts.

2. OUTSIDE READING AND WRITING ACTIVITIES:

- a. Journal 100 pts.
- b. Survey 10 pts.
- c. Research Review 20 pts.
- d. Review of a Book on Writing 20 pts.
- e. Boy-Friendly Lesson Plan 10 pts.
- f. Reflection Essay 40 pts.

Grade Scale:

A	95-100%	401 - 410 pts.
B	85-94%	350 - 400 pts.
C	75-84%	300 - 349 pts.
D	61-74%	200 - 299pts.
F	Less than 60 %	Less than 199 pts.