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Professional Growth with a Personal Touch



On Writing: Writing for the Writer and Non-Writer

Sample Pages



Dr. Anne F. Goiran-Bevelhimer

Course Overview

Whether you love writing or hate writing, this course is for YOU, the teacher as writer and the teacher of writing. Discover, recover and support the writer in you through living the life of a writer. Develop and strengthen your writing skills in this content-based course. Improve your writing skills through practicing elements of good writing. Choose writing masters, such as E.B. White, Don Murray, William Zinsser, Ralph Fletcher and others to support, inspire and co-teach writing for you and your students. Experiment with a variety of genres and styles, and writing approaches. Create a writing portfolio to include a writer's notebook, writer's journal, planning processes for writing, drafts and revisions. Produce and publish one piece of writing to share with others. You will find the writer in you is alive and well and responds to nurturing. Improve your writing skills, as a writer and teacher/coach of writing.

This course will give you the opportunity to live the life of a writer. Apply what you learn as a writer in your curriculum and instruction on writing. You will be guided in your work for this course through this text, *On Writing: Writing for the Writer and Non-Write*. Part 1 discusses setting the stage for writing, Part 2 explores the writing process, Part 3 is devoted to creating a writing curriculum using mentor texts, and Part 4 addresses writing to text and test prompts. Journal, collecting ideas in a writer's notebook, explore writing strategies and crafts of writing, revise, and edit are some of the activities you will engage in as writer and teacher of writing. You are asked to create a writing portfolio. Authenticate the writing process by using your writing experiences with students as mentor texts. Create a final polished piece of writing to share or publish. Read like a writer. Collect mentor texts to study the craft of writing. Play with writing strategies and practice elements of good writing. Create a curriculum application for your classroom. Discover the magic and power of writing!

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

1. Describe the writing process.
2. Identify various forms of writing – journal, writer's notebook, drafts, polished and publishable writing- and their function for writing.
3. Distinguish various types of writing – expository, persuasive, narrative, descriptive.
4. Practice crafts of writing.
5. Evaluate the necessary conditions for improving writing skills.
6. Apply the writing process in writing and in teaching others.
7. Produce a writing portfolio with one piece publishable to share with others.
8. Construct a lesson plan or curriculum unit on writing for classroom use.
9. Appraise the value of living the life of a writer, in order to effectively teach writing in the classroom to meet 21st century skills.

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Writing Production and Distribution of Writing, Standard 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, as it is appropriate

Course Requirements for On Writing: Writing for the Writer and Non-Writer

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You may 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:

TEXT READINGS AND EXERCISES:

Read and use the text *On Writing: Writing for the Writer and Non-Writer* by Dr. Anne Goiran-Bevelhimer to complete the following assignments. **A compilation of the assignments is provided for you in “Reference to Assignments” p. 118. Please see the syllabus for grade distribution and scale.**

OUTSIDE WRITING: 600 pts.

Living the life of a writer, you are asked to spend most of your time in this course writing. Carry a notebook (print or electronic) with you as a photographer would carry a camera. Write often. You are asked to show your life as a writer through writing in a journal, writer’s notebook, creating drafts and choosing one draft to revise, edit and polish to final publication to share with others. The topics are your choice. Aim for a balance of expository, persuasive, narrative, descriptive types of writing.

Journal: A journal entry is a short piece of reflective writing. Aim for 20+ entries. 10 pts. per entry, 200 pts. total.

Writer’s notebook: A writer’s notebook entry is focused on a tool or craft of writing or something you heard or read that you want to imitate. It is a writer’s toolbox of ideas to write from.

Aim for 20+ entries. 10 pts. per entry, 200 pts. total

Drafts: A “draft” is a longer piece of writing that explores a topic or idea in more length. It is a beginning of writing. Drafts are used for re-writing and polishing into publishable pieces of writing. Aim for 5+drafts showing a minimum of 1 expository piece of writing, 1 narrative, 1 persuasive and 1 descriptive piece of writing. 20 pts. per draft, 100 pts. total.

Polished Draft: A polished draft is a final product, ready to send to the instructor or publisher or to be shared with others. Choose 1 draft to revise, edit and polish for the intention of publication, to share with your instructor and others. 100pts.

OUTSIDE READING: 100 pts.

Read a book about writing or read 3 journal articles or search the Internet for 3 articles about writing. Use some of the ideas you read about in your writing. Write a 3- page review of what you’ve read. Identify writing strategies that you can try in your writing and teaching of writing. Please list title, author, publication date and source. Check the

bibliography for some ideas. And feel free to choose readings from your own sources.

CURRICULUM APPLICATION PROJECT: 100 pts.

Create one writing lesson plan or writing unit plan they can use in the classroom. If you are not currently teaching, develop a writing exercise you could use to practice writing.

REFLECTION PAPER: 100 pts.

Write a paper reflecting on you as a writer and a teacher of writing. Please reflect on the process and the habit patterns of a writer that you practiced in this course- journaling, keeping a writer's notebook, writing drafts, your outside reading, the exercises in the texts and evaluate what encourages you in your writing process.

How will your process of writing help you in your teaching of writing? What is most valuable? Evaluate the effectiveness of your curriculum application if you had a chance to try it out.

How will what you learned help you to create curriculum to meet the rigorous demands of the Common Core Standard for Writing or your State Standards for your grade level? 3- page minimum.

This course is for YOU. Tailor designing the course work to meet your needs is invited. Please contact the instructor if you have questions, modifications or ideas that will make this course more meaningful to you.

Use the text, outside reading and writing activities to complete the course work.
A syllabus is available on www.collegecoursesonline.com

Sending work: Send your completed work via e-mail to your instructor. Sending work via email will ensure the fastest response.

mailto: annegoiran@collegecoursesonline.com

Though it is preferred to receive all your work at once, you may send it in pieces over time. Organize your work in a way that works for you and is easy for you to send digitally. Use Word or text documents or response to each assignment directly on an email. You may use one document or many. Please include the title of the course, the unit, the assignment and your name.

Keep track of where you are in the course, particularly tasks are created out of order. Please account for all assignments. You might want to use the Course Requirements as a checklist. Create a system and a checklist that works for you.

If you choose to send your work in hard copy, please be sure it is typed and mail it to:

College Courses Online

Dr. Anne Goiran-Bevelhimer

P.O. Box 312

Galeton, CO 80622.

Send a SAS envelope if you would like your work returned to you.

This course is dedicated to all those who hate to write.

You don't have to live like that anymore.

“The thing about a story is that you dream it as you tell it, hoping that others might dream along with you, and in this way, memory and imagination and language combine to make spirits in the head.”

The Things They Carried, Tim O'Brien. (1990)

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Introduction

This is a course in writing for the writer and non-writer that live in you. This course will give you an opportunity to experience the writing process and to write like a writer. To be fluent teachers of writing, we must be writers ourselves. We must know the struggle of generating ideas to write about or write to a prompt that doesn't connect with us. We must know the frustration of trying to write what we mean and mean what we write. We must experience what it is like to search for just the right word, to convey the specific meaning we intend. We must know that voice in writing grows from lots of writing, lots of deletes, and tossed papers, till we discover and trust our self-expression. If we don't experience the feat of writing, then we have less than authentic instruction to offer our students. The skills and tools of writing can be taught, but the art of writing is experienced. Be a part of that experience. You, the teacher of writing will be more persuasive as a role model of writing than any curriculum guide. Students who write, learn from teachers who practice the writing process themselves. Writing can be taught from a curriculum guide, but without active participation in the writing process this kind of teaching produces writing that tends to be minimal and rote. It does not inspire ownership or voice. To become a writer means to practice writing. This course will offer you the time to write and explore your writing process.

For those that do not like to write, this course is an opportunity to confront your beliefs about yourself as a writer. Bring your skepticism along, but be prepared to be surprised and delighted about the therapeutic and creative power of writing. For those who are taking this course as practitioners of writing, this is an opportunity to expand your skills and repertoire, to take it to the next level. Challenge yourself.

You will read a little, this text and a book or articles about writing. But most of your time will be spent writing. You will keep a writer's notebook, journal, use your memories and experiences to write about and read like a writer. You will choose interest areas to write about and create a portfolio of writing drafts. Delve into a variety of writing formats: narrative, expository, persuasive, descriptive, or technical writing. Create a collection of drafts in your writing portfolio. You will choose 1 draft to revise, polish and "publish", meaning that at the very least you will send it to me, your instructor, but you may consider sending it to a publisher to reach a larger audience. The intent of this course is to live like a writer, discover the writer's voice that lives and breathes inside you, and take this experience into your teaching of writing. Practice the writing process. Notice how writing creates heightened awareness, stimulates thinking and offers new insights. Enjoy the ride! Be prepared for some surprises.

A middle school teacher reports from her writing experience that this type of writing means teaching writing is to:

“...Surrender one type of control for another. I want the writing lessons to be meaningful and relevant for students. This helps students to be able to directly apply the lesson to what they are doing.

I also share my writing with the students. It was the one thing I saw as a real risk. I was afraid of students seeing me as a bad writer and as not having all the answers. All of these structures were new for me but they didn't feel as out of control as they did in the beginning of this class. I see how these structures replace old structures and maybe even offer more control. If students feel they are trusted, they want to prove that they can handle that trust.

I hope to convey to my students that:

- Writing is worthwhile and that the struggles of motivation and management are worth the end result.
- I am a writer and have important things to say.
- Writing is discovery.
- Writing is transformative.
- I will teach how to write, not what to write.
- Empowering my students will lead to better everything including TEST SCORES!"

-H. Patton

The workbook is set up in four parts. Part 1 discusses setting the stage for writing. Part 2 discusses the writing process. Part 3 discusses how to create a writing curriculum using mentor texts, and Part 4 addresses writing to text and test prompts.

Suggested Process

- ❖ I encourage you to preview the text, Course Requirements before you begin. Make a plan that works for you.
- ❖ Collect your materials for keeping a journal, writer's notebook and writing portfolio.
- ❖ Read the text and do the exercises. Many of the exercises will contribute to the journal entries, writer's notebook entries and drafts.
- ❖ Collect and read mentor texts; any print or digital material that can be used as a "co-teacher" of writing, for you and your students. Read these texts like a writer. Stop when an author has expressed an idea or sentiment that stops you in your reading and you are thinking, "Wow! That's beautiful. I want to write like that. How did he or she do that?" Study these passages for writer's craft. Mentor texts are everywhere there is print - fiction, nonfiction, picture books, magazine

articles, comic books, newspaper articles, advertisements, sometimes even the fortune in cookies!

- ❖ Spend most of your time writing- journal entries, writer's notebook, drafts, and revision. Choose 1 piece to revise and polish for "publication."
- ❖ Choose and read a book or articles on writing to expand your practice. Let the reading inspire your writing. Read a little, then use one of the ideas to write a journal entry, add an idea in your writer's notebook, use one of the ideas you are reading about to revise a draft or a piece of writing. Repeat. Focus on practicing what you are reading in your writing. Give a brief summary of what you've read, but mostly share the writing ideas you gleaned from your reading and any writing based on your outside reading.
- ❖ Create a writing lesson for you or your classroom. Let what you have read inspire you.
- ❖ Your last task will be to write a Reflection Paper. Evaluate your process. How have you grown as a writer? What have you learned about being a writer that you can use in the classroom as a teacher of writing?

This course is for YOU. Tailor designing the course work to meet your needs is invited. Please contact the instructor if you have questions, modifications or ideas that will make this course more meaningful to you.

(Please see Course Requirements)

Part 1

Setting the Stage for Writing

Why Write?

“Why do writer’s write? To inform, to persuade, to entertain, to explain, but most of all to discover what they have to say.”

Learning by Teaching, Donald M. Murray. (1982)

Writers write to understand. Writers write as a way of thinking. Writing is an act of self-expression or communication, sometimes with self, but more often to and for others. Writing requires a purpose. Writing requires an audience, aka, a reader. What a writer gets from writing is different than what a reader gets from reading. A writer writes best the things he/she cares about. The more a writer writes, the keener their awareness develops. The act of writing requires cognitive and sensory functions – thinking, reasoning, defining, defending and looking, smelling, tasting, touching and feeling. The more you write, the more acutely your senses become attuned to color, sensation, dialogue, words, ideas for writing, events and what people say and do. It is almost as if you can be both a participant and observer at the same time. That is the magic of writing.

The process of writing and the product of writing offer a reciprocal relationship that is useful to the teaching of writing. In the process of writing, the writer goes through several different stages to arrive at a final product. The final product, when all the pieces of writing come together in syncopation, is a celebration of accomplishment! Readers do not “see” the process- the many rough drafts, the parts deleted and thrown away, the myriad decisions a writer makes as they write. However, a reader is intuitively aware to the art and craft of the writer. A wise reader will stop and study these texts and use them as co-teachers of writing. The writing process is the same for all writers, whether they are beginners or proficient. In the classroom, it is important to create the environment that allows the process of writing to flourish, recognizing that the hard parts are necessary for any writer to sort out how to create meaning. More time spent on process writing and less on writing for product will ensure that students learn to improve their writing abilities.

In this text, there are opportunities to write in your journal, writer’s notebook and create drafts. Please respond to the exercises in the text as well as creating journal entries and writer’s notebook entries on your own. Mentor texts that support the exercise are scattered throughout the text. I encourage you to read them and use them as inspiration as well as teaching tools in the classroom.

Journal 1: Why do you write? What do you write? Do a timed, fast-write on this topic and tune into your insights and the process. A timed fast write is usually 5 minutes of non-stop writing, allowing thoughts to come more from the subconscious mind than the thinking mind. Make a list; write in incomplete sentences; just write!

Mentor text: Mentor texts are scattered through the course. They offer suggested texts to “show” writing. *Hooray for Diffendoofer Day!* by Dr. Seus, Jack Prelutsky and Lane Smith (1998). This is Ted Geisel’s last book that was still on his drafting table when he passed away. Prelutsky and Lane finished the illustrations and final draft. The publisher included some of Geisel’s draft pages, showing the revision process.

Books on Writing

“You GOTTA’ have this one! This is THE writing program!” Teachers look for the best books and curriculum to teach writing. Most like a structured, day-by-day plan that spells out what to do, what students do and how to assess student progress. Writing programs such as 6 + 1™-Traits of Writing, Step-Up-To-Writing, Write Source, Teaching the Qualities of Writing, Units of Study, Lessons that Change Writers fill my shelves. I added books by authors who described their writing process - the classics, *Elements of Style*, by E.B. White and William Strunk; *The Art of Readable Writing* by Rudolf Flesch, my go-to writing books by Natalie Goldberg, *Writing Down the Bones*, Barry Lane’s *Reviser’s Toolbox*, almost all of Ralph Fletcher’s books on writing, plus writing books by Donald Murray, Don Graves, Lucy Calkins, Georgia Heard and Katie Wood-Ray, Kelly Gallagher, Jeff Armstrong! And I keep adding!! I love them. I use them. I dip into them when I feel bored with my writing or am out of ideas. I learn about the art and craft of writing from these mentors. But, the bottom line about learning to write is not in reading about writing, but in the act of WRITING! That is the real curriculum. Write, read, re-write; share, write some more; revise, and slowly, slowly, meaning, clarity, and voice emerge. Gather your books and curriculum guides as resources, but most of all write! In this course, you will read a little and write a lot.

With that said, here are some of the mentors and their books that have supported my writing process and the development of this course. Their company awes, inspires, challenges and guides me. I owe them each a great thank you, for their words, wisdom, guidance and repetition. I am learning that the only writing that is original is my “voice”; **how** I say it, not **what** I say. Writing and the process of writing are similar whether you read Ralph Fletcher’s version or William Zinsser. What is different is how each author presents his or her idea of writing. Originality comes in how you interpret these ideas and apply them to your writing practice and the teaching of writing in your classroom.

Ralph Fletcher’s books on writing are easy to read, practical and inspire me to feel like a writer – instantly! My favorite is *Live Writing*, though I enjoy every one of Ralph’s writing books.

The Writer’s Notebook

Live Writing

Breathing In, Breathing Out

How Writers Work

What a Writer Needs

The Writing Teacher’s Companion

Joy Write: Cultivating High-Impact, Low-Stakes Writing

Check out his web site, too. <http://www.ralphfletcher.com/>

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