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Professional Growth with a Personal Touch



On Writing: Writing For The Writer and Non-Writer

Syllabus



Dr. Anne F. Goiran-Bevelhimer

ON WRITING: WRITING FOR THE WRITER AND NON-WRITER

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Graduate Credit:	3.0 sem. hrs. graduate credits/ 45 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:

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 supported by the writing masters, E.B. White, Don Murray, William Zinsser, Ralph Fletcher and others. 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, 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 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 LEARNING OBJECTIVES:

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.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

On Writing: Writing for the Writer and Non-Writer by Anne Goiran-Bevelhimer, Ed.D.
This text will be sent upon course 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 – 45 hrs. of course time, and 45 hrs. of responding to assignments. 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:

OUTSIDE WRITING: 600 pts.

Live the life of a writer by writing in a journal, writer’s notebook, choosing topics to write drafts, experimenting with the crafts of writing. Choose a piece of writing from your portfolio to finalize as a polished, “publishable” piece of writing to share with your instructor and others. The topics are your choice. You are encouraged to explore the art and craft of expository, persuasive, narrative and descriptive writing.

- Journal: Aim for 20+ entries. 20 pts. each, total 200 pts.
- Writer’s notebook: Aim for 20+ entries. 20pts. each, total 200 pts.
- Drafts: Aim for 5+drafts. 20 pts. each, total 100 pts.
- Produce and “publish” one polished piece of writing to share with others. 100pts.

OUTSIDE READING: 100 pts.

Read a book about writing. Choose one from the suggested bibliography or one of your own choosing. If you prefer, you may choose 3 journal articles about writing. Choose authors who

write about the craft of writing, such as Neil Gaiman, Stephen King, J.K. Rowling or choose books and articles from teachers of writing, such as Kelly Gallagher, Ralph Fletcher, or Don Graves. Add ideas to your writer's notebook and journal. Read with the intent to use some of the ideas from your reading in your writing, and in your writing curriculum. Write a 3- page review of your Outside Reading. Identify writing strategies that you can practice in your writing, and use in your classroom as a teacher of writing. Please list title, author, publication date and source.

CURRICULUM APPLICATION PROJECT: 100 pts.

Create one writing lesson plan or unit plan that you can use in the classroom, or one writing exercise or series of exercises you could use to practice writing. Be the student of your curriculum application project and show at least one sample writing.

REFLECTION PAPER: 100 pts.

Write a minimum of a 3-page paper, reflecting on you as a writer, and you as a teacher of writing. Identify and reflect on the process and the habit patterns of writing that you practiced in this course- journaling, keeping a writer's notebook, writing drafts, creating a publishable piece of writing to share with others, your outside reading, and the reading from the text for this course. Evaluate where you started and where you ended up as a result of completing the work for this course. What encouraged you the most in your writing process?

How will your practice of writing help you as a teacher of writing? What was most valuable? Evaluate the effectiveness of the curriculum application project if you have had a chance to try it out.

How will what you have learned help you to create curriculum to meet the rigorous demands of the Common Core Standards for Writing or your State Standards for Writing for your grade level?

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

- | | |
|-----------------------------------|----------|
| 1. Text Readings and Exercises | |
| 2. Outside Writing | 600 pts. |
| 3. Outside Reading | 100 pts. |
| 4. Curriculum Application Project | 100 pts. |
| 5. Reflection Paper | 100 pts. |

Grade Scale:

- | | | |
|---|----------------|--------------------|
| A | 91-100% | 819 - 900 pts. |
| B | 81-90% | 729 - 818 pts. |
| C | 71-80% | 639 - 728 pts. |
| D | 61-70% | 549 - 638 pts. |
| F | Less than 60 % | Less than 548 pts. |

Bibliography

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Bauld, Harry. (2012). *On Writing the College Application Essay. 25th Anniversary Ed.*

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Fletcher, Ralph. (2017). *Joy Write: Cultivating High-Impact, Low-Stakes Writing*.

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Gallagher, Kelly. (2011). *Write Like This: Preparing Students for Writing in the Real World*.

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- Zinsser, William. (2006). *On Writing Well: The Classic Guide to Writing Non-Fiction 30th Anniversary Ed.*

Internet Sites

National Council of English Teachers www.ncte.org

Grammar Book www.grammarbook.com/

Education Northwest <http://educationnorthwest.org/>

Create a Blog www.blogger.com/

The National Writing Project <http://educationnorthwest.org/traits>