

Eastern Illinois University

The Keep

Summer 2019

2019

Summer 6-15-2019

ENG 5585-600: Writing Project for Teachers

Robin Murray

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_summer2019



Part of the [English Language and Literature Commons](#)

Recommended Citation

Murray, Robin, "ENG 5585-600: Writing Project for Teachers" (2019). *Summer 2019*. 11.
https://thekeep.eiu.edu/english_syllabi_summer2019/11

This Article is brought to you for free and open access by the 2019 at The Keep. It has been accepted for inclusion in Summer 2019 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENGLISH 5585: Writing Workshop for Writing Teachers: Best Writing from our Students and Ourselves

Meeting Times: Online: June 10-July 3

Instructors: Robin Murray and all of our great teachers!

Email: rmurray@ciu.edu; phone: 217-549-0199

Course Description

Based on National Writing Project principles, this workshop focuses on the theory and practice of teaching writing across the disciplines in K-16 schools and provides K-16 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and in a wider professional community.

Texts and Resources (Textbook Rental and Booth Library)

- *Because Writing Matters*
- *Crafting Digital Writing*
- *Content Area Writing: Every Teacher's Guide*
- *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*
- *Teaching Argument in the Real World*
- Your own self-selected research items

Course Objectives from the National Writing Project

- Improve student writing and learning in K-16 classrooms
- Extend the uses of writing in all disciplines
- Provide schools, colleges, and universities with an effective in-service model
- Identify, celebrate, and enhance the professional role of successful classroom teachers.
- Apply a teacher-centered model to implement these goals

Workshop Objectives and Requirements

- Read and discuss the latest research in classroom practice and respond during online or classroom discussions and on your blog and/or composition book
- Collaborate with other educators while exploring the theory and practice of writing and reading to learn in all content area classrooms
- Build your own research project on a topic useful for your classroom, school, and/or district
- Write an I-Search paper documenting your research "journey"
- Prepare and conduct a demonstration lesson for your institute cohort and revise it for an institute anthology
- Strengthen your professional presentation skills
- Find and expand the writer within you while engaging various styles and genres and collect some of them in a portfolio and an institute anthology
- Join a professional discourse community of educators
- Discover opportunities to further your professional development by participating in EIWP Creative Writing Youth Camp, in-service workshops, writing retreats and marathons, conferences, and study groups.

Writing and Presentations:

Demonstration and Discussion Responses: Each fellow will design and virtually present a 45-50-minute workshop during the institute focused on a literacy-focused lesson you would like to hone or develop during the summer institute. Please see resources and examples on D2L for further information about the teaching

demonstration. You will both create and share a lesson plan as a discussion topic (see instructions online). You will also share creative and I-Search drafts with your writing group as discussion topics. (30%)

Logs/Chronologies: In pairs institute participants will be in charge of the log or chronology for one day during the institute. These teams will be in charge of keeping notes during the chosen day and then distributing and talking about the notes to the group on the following day virtually. These notes may be presented in any form/genre the presenter chooses. Be creative! (10%)

Blogposts in your D2L blog: These blog posts are two-fold: Sacred writing for your creative piece. This is a writing time for you and may include responses to reading from selected published writing or to individual reading or personal and pedagogical experiences you have had. At other times, these online blogposts will offer a space in which to explore research for your teaching demonstration and i-Search paper. (15%)

I-Search Paper: This piece will provide you with the opportunity to research a topic you can use in your classroom/ school/district. It is similar to a traditional research paper, but the idea is to be as close to the authentic research an adult does as possible; for instance, we may research various cars when we're planning to buy a new one – what Consumer Reports and owners say, what insurance costs, what options are available, etc. It is written in the first person, as it's a story of personal research – how the writer became interested in the subject, what she did to research, what she learned, what she wondered next. The i-Search paper will provide opportunities for you to explore your research project's "journey." The goal is to examine a topic that will be useful for you and your school, district, and/or ROE. (20%)

Creative Writing: Your sacred writing will provide the building blocks for creative writing in a genre of your choice: poetry, fiction, memoir, letter, graphic narrative, etc. You will choose your favorite piece (you're willing to share) to include in our creative anthology. (15%)

Portfolio: In your portfolio you will collect your demonstration lesson plan and materials, your i-search paper, and a "creative" piece of your choice. Then you will reflect on your writing in a 1-2 page reflection that explores the process of developing your writing pieces. Please include reflections on what worked well, where you faced challenges, and where you might like to take the pieces from here. Your reflection will help you synthesize your writing process for the SI. (10%)

Sharing Writing:

Writing Response Groups: These will meet throughout the institute in order to discuss drafts and ideas and will serve as the main source of feedback for fellows' writing online.

Author's chair: During the SI there will be time set aside for Author's Chair. This activity allows individuals time to share writing produced during the institute. For each Author's Chair, writing response group members will select one person from the group to share a specific piece of writing. This writing selection does not need to represent the "best" writing in the group; rather, writing group members may select a piece of writing for any reason: it has undergone the most revision, it tells an important story, it is powerful... During the Author's chair, the author will read his or her selected piece of writing to the group. Questions and positive feedback will follow each reading via discussions.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course.

Summer 2019 ENG 5585 Tentative Course Calendar, Subject to Change

June

- 10 Introductions to the course and to each other.
Read "[How to Read for Grad School](#)" and write a response in your blog. Review the syllabus and share any questions you have via email, text, call, or FaceTime. Complete a visual introduction to yourself as a student, scholar, and colleague and share it in our first discussion. Visual introduction due by 10:00 p.m. tonight. Discussion responses due by 1:00 p.m. tomorrow (6/11) (view and say hi to each of your peers).

- 11 Model Chronology from Robin. View and respond to sample demonstrations in blog and small-group discussion. I-Search introduction. Research blogpost. Small-group discussion. Complete blogpost and small-group discussion by 10:00 p.m. tonight.

Chronology description: In pairs institute participants will be in charge of the log or chronology for one day during the institute. These teams will be in charge of keeping notes during the chosen day and then distributing and talking about the notes to the group on the following day virtually. These notes may be presented in any form/genre the presenter chooses. Be creative! (10%)

- 12 Chronology model 2. Work-day. Groups should prepare their presentations for books for discussion. Group 1: *Crafting Digital Writing*. Group 2: *Content-Area Writing: Every Teacher's Guide*. Group 3: *Reading Nonfiction*. Group 4: *Teaching Argument in the Real World*. Small-group discussion by 10:00 p.m.

- 13 Group 1 Discussion: *Crafting Digital Writing*. **Group 1 will post slideshows and questions by 1:00 p.m., and the rest of the class will respond by 10:00 p.m.**

(See instructions on D2L. Respond to the presentations and/or discussion questions provided by group members. For these discussions, please respond to the presentation and/or questions once, and then respond to at least three other group members' responses. I encourage this to be an informal and provocative set of discussions).

Complete a creative blogpost by 10:00 p.m. (This is sacred writing for your creative piece. This is writing time for you and may include responses to reading from selected published writing or to individual reading or personal and pedagogical experiences you have had. Here are some possible prompts from the "100 Days of Writing" project, as well: <https://medium.com/100daysofwriting/100-days-of-writing-prompts-a98eeb8939c2>)

- 17 Group 2 Discussion: *Content-Area Writing*. **Group 2 will post slideshows and questions by 1:00 p.m., and the rest of the class will respond by 10:00 p.m.**

Creative blogpost—by 10:00 p.m.

18 Group 3 Discussion: *Reading Nonfiction*. **Group 3 will post slideshows and questions by 1:00 p.m., and the rest of the class will respond by 10:00 p.m.**

Creative blogpost—by 10:00 p.m.

19 Group 4 Discussion: *Teaching Argument in the Real World*. **Group 4 will post slideshows and questions by 1:00 p.m., and the rest of the class will respond by 10:00 p.m.**

Creative blogpost—by 10:00 p.m.

20 **Chronology 1** by noon (Joan and Travis): Share with everyone.

Creative Writing Small-Group Discussions. Virtual Writing Marathon. Creative Blog by 10:00 p.m.

24 **Chronology 2** by noon (Jaclyn and Alissa)

Demonstrations posted by 5:00 p.m. and whole-class discussion by 10:00 p.m.:

Heather and Melissa will each share a demonstration, and the rest of the class will discuss the demonstrations.

Note: For these discussions, each person should offer stars and wishes—elements you really liked about the demonstration and elements you might change for your own classroom. Offer suggestions, extensions, and adaptations.

Research blogpost by 10:00 p.m.

Note research blog instructions from D2L: This is meant to be space to begin research for your I-Search Paper and/or Teaching Demonstration: For these blogs, provide an informal narrative about your research process. Answer questions like the following for your blog. Note that these blogs can become part of your I-Search paper and demonstration write-up.

- How are you determining your topic and narrowing it?
- How are you approaching research questions?
- What resources are you finding, and how might they be useful?

25 **Demonstrations** posted by 5:00 p.m. and whole-class discussions. **Laura and Holland** will each post a demonstration, and the rest of the class will discuss them (stars and wishes) by 10:00 p.m.

Research blogpost by 10:00 p.m.

26 **Chronology 3** by noon (Kelsey, and Danielle)

Demonstrations posted by 5:00 p.m. and whole-class discussions by 10:00 p.m. **Jessica and Sandra** will each post a demonstration, and the rest of the class will discuss them (stars and wishes).

Research blogpost by 10:00 p.m.

- 27 **Demonstrations** and discussions, continued. Demonstrations posted by 5:00 p.m. and whole-class discussions by 10:00 p.m. **Danielle and Kelsey** will each post a demonstration, and the rest of the class will discuss them (stars and wishes).

Research blogpost by 10:00 p.m.

July

- 1 **Chronology** by noon (Jessica, Holland, and Laura)

Demonstrations and group discussions. **Alissa and Jaelyn** will each post a demonstration by 5:00 p.m. and the rest of the class will discuss them by 10:00 p.m. (stars and wishes).

Share and critique I-Search drafts with writing small group by 10:00 p.m. (no blog)

- 2 **Chronology 6** by noon (Melissa and Heather)

Demonstrations and discussions. **Travis and Joan** will each post a demonstration by 5:00 p.m., and the rest of the class will discuss them by 10:00 p.m. (stars and wishes).

Share and critique creative piece choice drafts with writing small group by 10:00 p.m. (no blog)

- 3 Celebrating you! Author's chair—share your creative work with one another by 1:00 and respond by 10:00 p.m. Become a part of the NWP and EIWP Community. Please note: Your Portfolio with revised I-Search, creative piece, demonstration lesson plan, and reflection is due by Monday, July 8 at 5:00 p.m.