Professional Development Institute
NDSU Distance & Continuing Education
Course Syllabus
Writer’s Workshop in the Elementary Classroom

PDI Course Number: 86A16-U
Instructor: Stephanie Sukut, M.A.
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Irvine, CA 92606
949-263-4931
Contact PDI’s office for assistance and information regarding registration, grade processing and documentation, technical issues, and general questions by emailing Becky Elizalde at becky@webteaching.com.

Course Timeline

Participants have six months from the date of registration to complete the course. Participants must spend a minimum of three weeks in this course.

Required Text

“Revisiting the Writing Workshop: Management, Assessment, and Mini-Lessons” by Marybeth Alley and Barbara Oreovec

Course Description

This online course focuses on helping teachers start a writer's workshop program in the classroom. The focus is on the components of writer's workshop as well as managing a writer's workshop classroom. Considerable time is also spent on developing mini-lessons, the writing process, and all of the writing domains. Ideas for writing assignments and projects will also be shared. Strategies for conducting several types of writing conferences will be presented. Teachers will also gain ideas for using literature as an example and inspiration for writing.
National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities and commitments. This course aligns with propositions two and three of those standards.

Educational Objectives

1. Teachers will become familiar with the writer’s workshop approach.
2. Teachers will become familiar with variations on the workshop approach.
3. Teachers will become familiar with the Common Core Standards for writing.
4. Teachers will learn how to manage a writer’s workshop.
5. Teachers will learn how to conduct effective writing conferences with students.
6. Teachers will learn how to conduct mini-lessons for a variety of purposes.
7. Teachers will explore each domain of writing.
8. Teachers will learn how to create prompts for writing in each domain.
9. Teachers will learn how to use technology to enhance student writing.
10. Teachers will learn specific ways to deal with each stage of the writing process in a writer’s workshop.
11. Teachers will learn how to train students to conduct peer to peer conferences.
12. Teachers will learn how to help students transition from narrative writing to expository writing.
13. Teachers will learn a variety of ways to assess students writing.
14. Teachers will learn best practices for each stage of the writing process.
15. Teachers will discover how literature can be used as an inspiration for writing.

Instructional Media

- Online Discussions
- Instructor Feedback
- Instructor Interaction
- E-Mail
- Online Resources and Websites
- Supplemental Instructional Materials

Evaluation

- Write an Autobiography and Article Reflection (20% of final grade)
- Write a Prewriting Mini-Lesson (12% of final grade)
- Choose Online Essays to Share (12% of final grade)
- Write a Rubric (12% of final grade)
- Develop Six Prompts (12% of final grade)
- Create an Activity for each of the Writing Domains (12% of final grade)
- Reading/Learning Log (20% of final grade)
Topical Outline

Unit One

- Introduction to Writer’s Workshop
- Managing the Writer’s Workshop
- Assignment #1
  Part One: Write an autobiography including information about yourself, your grade level and what you specifically hope to learn in this course. Your autobiography should be a minimum of three paragraphs.
  Part Two: As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article that is relevant to the specific course content. Read the article and then write an essay with your thoughts.

Unit Two

- Teaching Mini-Lessons
- Writing Conferences
- Prewriting
- Assignment #2
  As part of your writer's workshop you will have to teach many mini-lessons. Create a mini-lesson that focuses on a prewriting strategy.

Unit Three

- Writing
- Revision
- Editing
- Sharing
- Assignment #3
  Locate two online essays you can share with students. Try to find essays that are written at your grade level. What specifically will you discuss with students when you share each of the two essays? What do you want them to learn from the examples?

Unit Four

- Publishing
- Evaluation
- Sensory/Descriptive Domain
- Imaginative/Narrative Domain
- Assignment #4
Write a five-point rubric for a writing assignment you plan to give to students.

Unit Five

- Analytical/Expository Domain
- Analytical/Expository Domain
- Peer to Peer Writing Conferences
- Assignment #5
  Write three prompts for each domain: sensory/descriptive and imaginative/narrative.

Unit Six

- Writing Assessment
- Literature as an Inspiration for Writing
- Assignment #6
  Create a writing activity for each of the four writing domains. At least one of the activities must be tied to a piece of literature. Post a detailed description of each of the activities (note which domain each is from) as well as the title, author, and publisher of the literature book you chose for at least one of the activities.
- Assignment #7
  Submit the reading/learning log you developed as you read each chapter of the required text for the course.

Assessment Rubric

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
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Students with Disabilities

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Academic Honesty Statement

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (http:www.ndsu.nodak.edu/policy/335.htm).
Online Resource Bibliography

US Department of Education

http://www.ed.gov/

Education Week

http://www.edweek.org

Education Research Newsletter

http://www.ernweb.com/

THE Journal

http://thejournal.com/Home.aspx

Print Resource Bibliography

Practical Ideas for Teaching Writing as a Process

California State Department of Education

ISBN # 0-8011-1221-4

Writing Workshop Survival Guide/Gary Muschla

Jossey-Bass Publisher

ISBN # 0-8762-8972-3