COURSE SYLLABUS
ELRL 631-80
Written Expression with Technology

The William Paterson University of New Jersey
School of Education
Preparing Inquiring Educators: Knowledge, Understanding and Application

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Course Description
This course will investigate various forms of written communication including stories, exposition and poetry. Candidates will identify and research current trends in literacy and will use technology as a tool for teaching language arts in the classroom and for personal application.

Required Readings, Suggested Readings and Other Materials for Study
Required Readings: There are three groups of required readings. In some of the groups you will be able to choose your reading based upon personal circumstances as outlined below. Please follow all directions very carefully. If you have questions before the beginning of the course, email me directly. Once the course has begun, post your question in the “Course Questions” BB discussion forum, unless your question is more personal. If that is the case, email me privately.

Suggestions for locating the books: For the textbooks I suggest you try the publisher directly and/or www.barnesandnoble.com or www.amazon.com ... I have tried to give you as much information as I have for locating the book ... also check your local public libraries, school libraries, WPUNJ’s library and other neighboring college/university libraries. This “book search” is considered part of the coursework for this class so the time it takes you to decide upon, locate, and order the texts has been factored into the coursework/meeting hours.

Group 1: Required Textbook

- Anderson, Jeff. (2005). Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop. York, ME: Stenhouse. www.stenhouse.com or (800) 988-9812 (Setting is middle school children but can be appropriate for all grade levels.). Note that this text is available as an e-book, too.

Schools. [www.rethinkingschools.org](http://www.rethinkingschools.org) or (800) 669-4192 (middle school and high school)

- Fletcher, Ralph. (2006). *Boy Writers: Reclaiming their Voices*. York, ME: Stenhouse. [www.stenhouse.com](http://www.stenhouse.com) or (800) 988-9812. (all grade levels, especially middle school.)


**Group 2: Writer Autobiography**

- King, Stephen. *On Writing*. Available at Barnes and Noble.com and Amazon.com (since this book is considerably longer than the Cofer book you are only required to read ½ of it—of course you can certainly read it all if you wish!)

**Group 3: Various Position Papers**

- National Council of Teachers of English (NCTE) Beliefs about the Teaching of Writing: [http://www.ncte.org/about/policy/guidelines/118876.htm](http://www.ncte.org/about/policy/guidelines/118876.htm)  
  (Note: You are not required to read the text-embedded links although I encourage you read at least one or two)

- Ten Myths About Learning to Write  
  [http://www.ncte.org/prog/writing/updates/115419.htm](http://www.ncte.org/prog/writing/updates/115419.htm)

- Standards for Writing Assessment  
  [http://www.ncte.org/edpolicy/assess/about/122373.htm](http://www.ncte.org/edpolicy/assess/about/122373.htm)


  Read the following link under Policy Research:  
  Research Based Policy Statements on Writing

  Also read two articles below that address the age groups that you are least familiar with:

  - What Research Says About Writing: Writing in the Middle Grades: 6-8

**Course Objectives:**

Students will:

1. Demonstrate an understanding of the definition of literacy as it relates to today’s written communication in the technological world, the writing process, writing development, critical issues in writing today, general issues of writing evaluation, and
those teaching and learning strategies that promote writing development by participating in a book club jigsaw, preparing writing pieces for publication and keeping a reflective journal.

2. Demonstrate the ability to use a wide variety of print and digital tools for communicating across the curriculum that is appropriate to the age and developmental level of learners by writing pieces for publication, participating in class discussions, and writing a reflective essay.

3. Demonstrate an understanding of how to design, select, modify, and/or evaluate software, internet sites, and other technological media that reflect curriculum goals, current knowledge, and the interests, motivation and needs of individual learners and that promote written expression and respect for cultural, linguistic and ethnic differences by participating in a book club jigsaw, interviewing a writer, keeping a reflective journal, and participating in class discussions.

4. Demonstrate the ability to use new instructional technology that promotes a balanced approach to writing instruction and integrates the New Jersey State Standards by writing pieces for publication and participating in class discussions.

5. Demonstrate an understanding of writing, technology, and learning processes by reading required readings such as on-line and hard copy professional journals and publications and recent research regarding the effectiveness of using technology as a tool for writing development and participating in class discussions.

6. Demonstrate the ability to develop and expand their repertoire of writing process teaching and learning to include multi-modal, mass media and computer-based texts with a focus on writing in response to reading, including literature responses, by participating in class discussions and writing pieces for publication.

7. Recognize the importance of implementing school writing programs with a technological focus that are designed to meet the needs of individual writers and readers rather than imposing prescribed, inflexible programs by conducting a writer interview, keeping a reflective journal and participating in classroom discussions.

8. Demonstrate the ability to employ inquiry and reflection as they make thoughtful decisions about teaching, writing and technology by writing for publication, keeping a reflective journal and participating in class discussions.

9. Recognize, value and be sensitive to human diversity and demonstrate this by selecting appropriate technological materials for the publication of writing.

**Student Learning Outcomes**

1. Students will demonstrate knowledge of current professional standards and trends in literacy teaching and learning with respect to written communication in the digital age by reading assigned texts, including professional journals and research and by participating in class discussions and book club jigsaw.

2. Students will demonstrate an understanding of the information necessary to teach writing and the cultural and political contexts of writing to teach reading by successfully completing a writing test response and keeping a reflective journal.

3. Students will demonstrate the ability to apply their knowledge and understanding of writing instructional practices and media appropriate for all learners by preparing writing for publication, interviewing a published writer and participating in class discussions.

**Course Content**

1. What is Writing?  A. Language Acquisition and the Composing Process  
B. The Nature of Writing and Reading Processes
C. Differing Views of Writing to Learn and Learning to Write
D. Writing Across the Curriculum
E. Schema Theory, Writing Genres, Story Grammars
F. New Jersey State Standards

2. Developing Writers and Readers and Their Individual Differences
   A. Emergent Writers
   B. Invented, Emergent, and Conventional Spelling
   C. Cognitive Processes Shared by Writing Fluency and Reading Comprehension
   D. Writing Process and Writer’s Workshop
   E. Computer Applications and Other Technologically Appropriate Materials including Video Technology
   F. Individual Differences including Cultural, Linguistic, Ethnic, Gender and Class and their Influences on Writing Development

3. Literature and Information Texts in the Writing Program and On-Line
   A. Evaluating and Selecting Texts for Student Writing
   B. Promoting Efferent and Aesthetic Responses to Literature and Information Texts
   C. Evaluating Computer and Other Technologically Appropriate Materials for Instruction with Diverse Learners

4. Organizational Patterns for Writing to Produce Texts with Students
   A. Ability and Heterogeneous Grouping
   B. Individualized Writing
   C. Revision and Feedback Strategies, including Technologically Appropriate Materials

5. Assessing Writing
   A. Cloze procedures and branching stories
   B. Reading responses and informal assessments
   C. Portfolios on-line
   D. Computer applications and other technologically appropriate materials

6. Professional Development to Become Reflective, Lifelong Teacher/Writers
   A. Knowledgeable of Opportunities to Publish Writing
   B. Opportunities to Read and Write Professionally
   C. Professional Technology and Writing Conferences

**Teaching Methods:** Lecture; Readings and Discussions--small and whole groupings; Demonstrations; Hands-on experiences with computers and other technologies

**Course Requirements/Evaluation**
Attendance and Participation: (40%)
All students are expected to attend all classes and actively participate by responding in a thoughtful, meaningful way. Active participation includes responses, questions, comments, observations, and feedback that promote and support a positive, academic learning environment for all of us.

In-Class Graded Writing Assignments (These are subject to modification based upon student needs):
- Assignment #1 (10%)
- Assignments #2, 3 (20%)
- Assignment #4 (10%)
- Assignment #5 (10%)
- Assignment #6 (10%)
- Final Exam: Required, not graded.