



**MOLLOY
UNIVERSITY**

Molloy College

ELA Summer Institute 2024

Instructor: Karen Buechner, Ed.D.

kbuechner1@molloy.edu

Phone: 631-255-0071

**EDU 5900 53 Problems in Teaching Writing: Solutions and Methods
that Transform the Writing Classroom
June 24, 2024 - June 27, 2024.**

**Course Description: Problems in Teaching Writing: Solutions and Methods
that Transform the Writing Classroom**

Teaching writing provides ample opportunities to support all students in their development as writers, speakers, and thinkers. However, the present landscape of education places great responsibility on teachers to possess the essential knowledge and skills that support an increasingly diverse population of students. This course is guided by the principles of a culturally responsive framework and invites teachers who are new to the field and seasoned veterans to problem-solve issues that become barriers to effective writing. Participants will explore differences in instructional approaches, debates, and social justice and ethical issues as they relate to mentoring young writers. Some course topics will include multiple ways to respond to student writers, the challenges of peer review, the power of authentic writing assignments, alternative grammar instruction, and problems associated with AI.

Grades 6-12

The course will be offered online through Canvas, our online course system. You will need to become familiar with Canvas.

- ◇ Log-in using your Molloy e-mail username and password
- ◇ Click the “Courses” tab (top left-hand side of the page) & select: in the drop-down menu.
- ◇ Log-in prior to the course just to ensure that your account has been set-up properly!
- ◇ Take the Canvas Student Tour or visit the Canvas Student Quick start Page

Course Objectives:

Participants will

- Examine and evaluate their current beliefs about the relationship between writing identity and student learning to better inform practice.
- Explore key theories of teaching writing and their relevance in contemporary classrooms.
- Learn how to design and implement a writing program that is culturally and linguistically responsive.
- Provide practice regarding teacher commentary and authentic peer responding (NCTE IV.1).
- Understand how the writer’s notebook can be implemented as the foundation of an effective writing program.
- Engage in authentic writing assignments that support diverse writers.
- Show students how multimodal strategies can be used for invention and organization. (NCTE IV)
- Consider strategies that are specific to ELLs and students with special needs.
- Develop an instructional program incorporating dialogue and critical thinking tasks that promote inquiry in the classroom.
- Design appropriate writing assignments and activities for all ability levels that transform students from passive to active learners.

Course Outline:

This is an interactive workshop grounded in the principle that we learn by doing. Therefore, you will be engaged in discussions and activities that will inform and augment your instructional repertoire.

Day One

Focus: An Introduction to Writing as Reflective Practice, Getting to Know Ourselves as Writers, Cultivating an Environment of Inquiry, and Writing Identity

- Participants will explore their writing identities through reflective writing and discussion with peers.
- Participants will reflect on the crucial connection between the role of inquiry and writing development. Through exploratory reading and writing experiences such as visual analysis and argumentation, we will learn ways we can encourage our students to be independent thinkers.
- Introduction to Mind Mapping and how it inspires writers to deepen understanding of ideas and supports the writing process.
- Using a mind-mapping strategy, participants will illustrate their writing histories graphically to gain a better understanding of their identities as writers and teachers of writing.
- We will focus on the writer's notebook as a fluency tool and its function as a precursor to subsequent writing assignments, particularly its importance for ELLs, students with special needs, and unmotivated writers. Through various activities such as shared readings, writing and discussion, participants will also explore ways that the writer's notebook can be used to encourage a social justice mindset.

Day Two

Focus: The Power of Authentic Writing and How it Supports Academic Writing

- Participants will examine the role of purpose and audience in examples of real-world student writing.
- Participants will explore the ways in which authentic writing immerses students in all phases of the writing process and how it influences student agency.
- Participants will practice analyzing the textual features of a variety of real-world genres.

- Participants will create a proposal for an authentic writing project to experience the thinking they will require of their own students when planning an authentic writing assignment.

Day Three

Focus: Culturally Responsive-Sustaining Pedagogy in the Writing Classroom and Introduction to the Cultural Autobiography

- Participants will be introduced to the tenets of culturally responsive-sustaining pedagogy and its relevance to writing instruction. Part of this introduction is to consider our assumptions and knowledge about culture and the instructional decisions we make in our classrooms.
- Participants will be immersed in several phases of writing a cultural autobiography, which will be the designated text for the next day's peer review session.
- After reviewing the research on writing workshop methodologies, participants will examine effective aspects of process/product/genre approaches and evaluate how and why this combination can effectively influence the writing skills of all learners in the classroom.
- Participants will examine various generative strategies and choose a method to begin writing their cultural autobiography.

Day Four

Focus: Teacher Commentary and Peer Review and Dealing with AI Issues

- Participants will take a close look at the issues teachers face when responding to student writing. We will explore alternative methods of response.
- Participants will enhance their response and conferencing strategies by learning how to effectively guide their students in deep revision.
- Participants will share their writing experiences with their peers and provide feedback to each other.
- We will address some of the issues associated with AI generated writing and how teachers may enhance students' understanding of computer generated text.
- Participants will write a final reflection on their peer review experience and the course as a whole.

***The following are central topics of the course that will be woven into activities and discussions throughout the four-day workshop:**

- Adopting a strengths-based approach to writing instruction
- Using visuals to enhance learning and writing
- Supporting students' developing writing identities
- Utilizing mentor texts using innovative strategies
- Promoting an inquiry-based classroom environment
- Designing appropriate writing assignments and assessments for all ability levels to promote student engagement
- Teaching students academic discussion skills that build trust during peer conferencing
- Being linguistically and culturally responsive
- Innovative ways of approaching grammar
- Using response methods that generate improvement and growth
- Ways to address the issues of AI

(Students will complete daily readings, participate in multiple and varied types of activities and discussions, present information to peers, and work on independent writing projects.)

Course Requirements and Evaluation:

1. Excellent attendance and participation
2. Responses to peers using various modes (including Canvas Discussion Posts); Submission of Writer's Notebook; Daily assignments submission. (50% of the grade)
3. Completion of a 300-word reflection that focuses on one major topic studied this week and how the topic has informed you about writing pedagogy and how it may impact your future instructional decisions. (25% of the grade)
4. Cultural Autobiography Draft/Authentic Writing Draft and Peer Review. (25% of the grade)

Resources:

The professor will supply all handouts and hands-on learning materials as well as a list of resources for future study. Resources will be posted on Canvas.

Grading Policy:

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 60-66

Netiquette:

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example:

Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.

- Use good grammar and spelling.

Technical Support:

- Canvas Support is accessed through the HELP feature in the lower left-hand corner of Canvas. You can either call Canvas at (844) 408-6455 or use the online chat feature and both services are available 24 hours 7 days a week.
- Technology Support Services is located in Kellenberg 022 and can be reached via phone: 516.323.4800, email: helpdesk@molloy.edu or twitter: [@molloyTSS](https://twitter.com/molloyTSS)
- The Information Commons is located on the second floor of Public Square and can be reached at 516.323.4817 or email: slewis2@molloy.edu Check their website for hours: <http://www.molloy.edu/tss>
- Check within the modules for FAQ for each of the technology tools being used.

Communication Procedures & Contact Hours:

I look forward to working with you and sharing our ideas about teaching writing. If you have any questions or concerns, please e-mail me at kbuechner1@molloy.edu.