



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Implementing Writer's Workshop

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to help participants transform their classroom into a well-organized and well-managed Writer's Workshop that promotes writing growth. Using a balanced literacy approach, course participants will learn how to implement Writer's Workshop. The course will cover practical ideas for launching Writer's Workshop, including mentor text, planning strategic mini-lessons, ideas for maintaining records and creating portfolios for assessment, organizing supplies, building and managing community, and establishing a productive learning environment. Teachers will discover new ways to integrate content areas into writing as well as learn classroom management skills specific to the model.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Examine and apply theories of the essential components of an effective Writer's Workshop.
2. Implement the techniques of assessment and conferring in Writer's Workshop.

INSTRUCTIONAL OBJECTIVES:

1. Evaluate and be able to implement the components of an effective Writer's Workshop.
2. Construct a classroom structure that supports writers through the process from start to finish.
3. Formulate appropriate techniques to match mini-lessons to student needs.
4. Interpret, evaluate, and be able to implement the basic components of a mini-lesson including the concept of mentor text.
5. Select and develop techniques to implement strategies for conferring with student writers.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Fletcher, R. (2001) Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann.
-Chapter Four: Launching the Workshop

Gallagher, K. (2014). Making the Most of Mentor Texts. Educational Leadership: Writing: A Core Skill, 71(7), 28-33.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** Participants are to design a mini-lesson for Writer's Workshop. The participant is expected to include strategies and research discussed in class. This assignment is due at the close of the course/end of week 6. Participant lesson plans will include the following:

Required Elements:

- Common Core State Standard being addressed (2 points)
- Connection (5 points)
- Teaching Point (5 points)
- Mentor Text (3 points)
- Engagement (demonstration or modeling) (40 points)
- Link (What will you ask them to do today as independent writers?) (45 points)

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - What is Writer's Workshop?

Other Assignments

Discussion Post.

Week Two

- Topics Covered:
 - Launching Writer's Workshop

Required Readings

Fletcher, R. (2001) Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann.
-Chapter Four: Launching the Workshop

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Mini-Lessons - Part One
 - Connection
 - Teaching Point
 - Mentor Texts

Required Readings

Gallagher, K. (2014). Making the Most of Mentor Texts. Educational Leadership: Writing: A Core Skill, 71(7), 28-33.

Other Assignments

One Page Written Response.

Week Four

- Topics Covered:
 - Mini-Lesson - Part Two
 - Engagement (demonstration or modeling)
 - Link (What will you ask them to do today as independent writers?)
 - Conferencing

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - Portfolios
 - Classroom Management

Other Assignments

Discussion Post.

Week Six

- Topics Covered:
 - o Linking Content Areas

Other Assignments

Discussion Post.

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<u>Week One</u> <ul style="list-style-type: none">• Review Syllabus• Topics Covered:<ul style="list-style-type: none">o What is Writer's Workshop? Other Assignments Discussion Post.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Two</u> <ul style="list-style-type: none">• Topics Covered:<ul style="list-style-type: none">o Launching Writer's Workshop Required Readings Fletcher, R. (2001) Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann. -Chapter Four: Launching the Workshop Other Assignments One Page Written Response.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Three</u> <ul style="list-style-type: none">• Topics Covered:<ul style="list-style-type: none">o Mini-Lessons - Part One<ul style="list-style-type: none">▪ Connection▪ Teaching Point▪ Mentor Texts Required Readings Gallagher, K. (2014). Making the Most of Mentor Texts. Educational Leadership: Writing: A Core Skill, 71(7), 28-33. Other Assignments One Page Written Response.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Four</u> <ul style="list-style-type: none">• Topics Covered:<ul style="list-style-type: none">o Mini-Lesson - Part Two	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<ul style="list-style-type: none"> ▪ Engagement (demonstration or modeling) ▪ Link (What will you ask them to do today as independent writers?) <ul style="list-style-type: none"> o Conferencing <p>Other Assignments Discussion Post.</p>		
<p><u>Week Five</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Portfolios o Classroom Management <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Six</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Linking Content Areas <p>Other Assignments Discussion Post. Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>