

ENGLISH 717. C01,02 & 03
STRATEGIES FOR TEACHING INTEGRATED LANGUAGE ARTS:
SUMMER INSTITUTE ON WRITING AND TEACHING
SYLLABUS AND COURSE REQUIREMENTS
DR. NANCY MACK

1. DESCRIPTION OF THE COURSE:

The purpose of this course is to familiarize classroom teachers with the best classroom strategies to implement integrated language arts. An integrated language arts curriculum teaches reading, writing, listening, speaking, viewing, and thinking within the context of meaningful communication. Integrated language arts is the Ohio State model curriculum. This class will be a fast-paced, hands-on experience that will require you to participate in several classroom activities. Rather than lecturing, we will demonstrate the classroom strategies through a series of workshops. These classroom strategies have been codeveloped and refined by the instructors and participants in this course and summer institute.

In the morning, you will experience various writing prompts and strategies as a whole group, then you will go to a small group to develop your writing in a writing workshop setting. After writing groups, you will move to your grade level groups to share your experiences and further discuss those strategies that work best for students of the age group that you teach. After lunch, you will once again meet in large group to experience minilessons designed to teach skills through meaningful reading and writing projects. For the remainder of the day, you will work in grade level groups, developing your own course plan for adapting and implementing these strategies in your unique classroom context.

2. GRADING

This course is a graduate course for full time teachers who have diverse needs. Some participants only need college credits to renew certification or qualify for a pay raise while other teachers are enrolled in a graduate program at this or another university. In order to meet so many different needs, this course will use a contract grading system. Participants need to decide the amount of work they wish to do for this class.

Each assignment should be useful to you as a classroom teacher. There will be no tests or quizzes. The number and quality of assignments that you choose to do will determine your grade. I hope that this will reduce some of the stress related to grading. You will be asked to select your contract grade on the last day of the course.

For an A A Complete Course Plan of excellent quality. All of the assignments for a C.

For a B A Brief Course Plan of excellent quality. All of the assignments for a C.

For a C All Reading Journal entries. All of the assignments for a D.

For a D Two finished pieces of writing and participation in all grade level and writing group activities.

The requirements for the course plan will be explained in a separate handout at the end of this section. If your course plan is not of excellent quality, then you will receive a lower grade than indicated above. This class will require participation and hard work every day. You will not get an A just for showing up.

These assignments were designed for classroom teachers. If these assignments would not be useful to you, please feel free to propose an alternative assignment. Your work will only be useful if it suits your particular work situation.

This course will be team taught by four teachers from different grade levels: college, high school, middle school, and elementary. You will gain from each instructor's unique perspective and teaching style. Each day's activities are collaboratively planned and taught. However, your grade will be determined by the university teacher and your grade level teacher.

3. BASIC POLICIES

A. Due Date for Your Final Project

In order to give you more time to work on your individual course plan, you may have two weeks additional time after this class ends in which to complete your work. You should mail one copy to Nancy Mack and one to your grade level group instructor. Your work should be postmarked no later than two weeks after the class. Be sure to make a copy of your course plan for yourself since no copies will be returned to participants. If you need a letter to confirm your attendance for your school district, request one from the institute assistant. These should be ready for you to pick up on the last day of class.

B. Attendance

Regular attendance is expected. Poor attendance will lower your final grade. Since we are condensing class time into less than two weeks, please try not to be absent. If you must be absent, have another participant collect handouts and take notes for you.

C. Future Use of Your Work

I like to use real writing from participants as good example when I teach this course. I may use your writing for this purpose in the future. I also may use your writing as a handout in workshops for teachers or academic articles about teaching. You would be given full credit for your writing and would retain copyright of your piece. I will make an effort to contact you if I publish your writing in a book. If you do not want your writing published or shared in a future class, please notify me in writing on your cover sheet. You will not be paid for your writing, but such a publication could be listed on your resume`.