

Friends University
Clerestory Learning Professional Development Series

Title of Workshop: Writer's Stylus: Transforming Substance to Significance

Course #: EDUC 5616

Term: Summer 2019 (May13-August 18, 2019) transcript will reflect summer 2019 term

Delivery: On Ground

Credit Hours Offered: Two Graduate Credits

Dates/Locations: varies

Times: Days 1-3/ 8:30 a.m. –3:30 p.m. Day 4/8:30 a.m.-12:20 p.m. (total 3 ½ days)

Instructor Name: Kevin Washburn

Instructor Contact Information: Kevin Washburn, Ed.D.
Clerestory Learning
kevin@clerestorylearning.com
150 Hampton Lake Dr.
Pelham, AL 35124

Instructor Bio: Kevin D. Washburn holds an Ed.D. in Educational Leadership with an emphasis in Instruction and Curriculum, an M.A. in Elementary Education, a B.S. in English, and a B.S. in Elementary Education. His experience as a teacher in elementary through college level classrooms and leadership positions in curriculum and instruction combine with his penchant for reading and research in both educational and scientific areas to uncover important implications for learning. He is the creator of the Architecture of Learning instructional design model and author of its training program, which he has used with hundreds of teachers now implementing the model. Dr. Washburn is also the co-author of Foundations & Frameworks, an instructional reading program used by schools across the country, and the creator of the Writer's Stylus instructional writing program and the lead author of all its training and instructional materials. He is a member of the International Mind, Brain & Education Society and the Learning & the Brain Society.

Workshop Description: The course moves from fundamentals of revising writing to effective strategies for teaching language mechanics, revision skills, genre, pre-writing tactics, and for coaching developing writers.

Required Texts:

The *Writer's Stylus Basic Course Book* is mandatory for all participants. Copies may be ordered from Make Way for Books via telephone (888-622-6932), email (julia@mwfbooks.com) or the internet (www.mwfbooks.com).

Recommended (Not Required) Resources for Additional Learning

- *A Writer's Coach* by Jack Hart (9781400078691) <https://mwfbooks.com/Titles/view/7477>
- *Writing Tools* by Roy Peter Clark (9780316014991)
- *Roy's Writing Tools Podcast* <https://itunes.apple.com/us/itunes-u/roys-writing-tools/id380130686?mt=10>

Standards Addressed

KEPP Standards Addressed:

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 3: Learning Environment

The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 6: Assessment

The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Learning Forward Standards Addressed:

Standard 1: Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Standard 5: Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Standard 6: Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Workshop Prerequisites: An acceptable undergraduate degree (e.g., a bachelor's degree in education) that would qualify the student for entry into a graduate education program. Optional but recommended prerequisite: the Architecture of Learning Basic Course.

Workshop Objectives

Knowledge of:

- the rationale for thorough writing instruction
- the steps of the modified writing process and the important details of each
- specific revision skills—e.g., structure, subject-verb placement, modifiers
- the various stages of the coaching model and the traits of the classroom culture that optimize its effectiveness
- the instructional strategy of Acquaintance & Analysis, its steps, and its benefits
- the beneficial and strategic use of Writing on Demand as an instructional strategy
- a language mechanics' instructional scope based on reasonable developmental considerations

Understandings:

- the relationship of writing to learning
- the relationship of coaching to developing students' motivation, confidence, and growth as writers
- the relationship of assessment to instruction and coaching
- the relationship and flow of language mechanics (i.e., grammar) to revision skills to genre to writing

- the non-relationship of isolated grammar instruction to writing achievement
- the relationship of student writing development to instructional scope and sequence
- the relationship of modeling in skill instruction to findings from neurocognitive research on how the brain learns
- the relationship of instructional scope and instructional flow to instructional materials, both teacher and student

Applications:

- use pre-writing tactics to lay the groundwork for a personal essay
- use specific revision skills in the development of a personal essay
- use a coaching model as the basis for “editor-writer” (i.e., teacher-student) interaction
- lead Acquaintance & Analysis sessions that spark student-generated insights about model texts
- use Writing on Demand as a method of deepening learning and practicing previously-mastered writing skills in any content area
- present thorough skill instruction, including skill definition and steps, modeling of skill use, student sorting and labeling of skill steps, and initial guided practice with feedback
- develop instructional units that move from language mechanics to revision skills to genre exposure to prewriting tactics to student writing with coaching to “publication”
- use tools, such as descriptive rubrics, in instruction, coaching, and summative assessment

Final Grade

All assignments given during the class sessions should be completed as directed. These will not be collected by the instructor but will form the basis for in-class activity.

Grades awarded will be A, B, C, I, or F. It is expected that ALL student work will reflect high standards and a high degree of effort on the part of the learner.

All post-class work must be submitted as directed below. Grading will be based on the following:

1. Class attendance and participation, including the pre-course video-based activities (33%).
2. Submission of a video showing editor-writer (teacher-student) coaching session (34%).

Evaluation of the video will be based on the following rubric:

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> All the Proficient descriptors, plus... The student talks freely (not necessarily extensively), suggesting a comfort in the teacher-student relationship and confidence in the teacher's feedback 	<ul style="list-style-type: none"> All the Adequate descriptors, plus... The teacher expresses interest in the student and his/her writing, and the overall tone of the session remains positive, sparking student interest in and motivation for revising the writing 	<ul style="list-style-type: none"> Teacher includes all the steps of coaching model Student receives clear direction for how to strengthen his/her writing following the coaching session 	<ul style="list-style-type: none"> Teacher neglects steps of the coaching model or the interaction is overtly negative in tone

- Submission of at least seven collected passages for use in Acquaintance & Analysis activities within an instructional unit (15%). For example, a collection of sentences, paragraphs, and/or extended text that provide material appropriate for a unit on descriptive writing, or a collection of sentences, paragraphs, and/or extended text that provide material appropriate for a unit on content area writing (e.g., a lab report in science).
- Submission of every version, draft to final, of a personal essay with evidence of revision based on coaching. This should include a BRIEF paragraph that discusses the value the writer recognizes from being coached and the improvements in the text that resulted (15%).

All of the above **must be original work, created and completed by the individual requesting credit**. All materials must be submitted by **the due date given during the formal instruction**.

NOTE: Any work submitted **at least two weeks before the deadline** may be reviewed and resubmitted based on instructor feedback.

Submission Checklist

- Evidence of pre-course video-based activities (Show the instructor during the days of formal instruction)
- Submission of a video showing editor-writer (teacher-student) coaching session
- Submission of at least seven collected passages for use in Acquaintance & Analysis activities within an instructional unit
- Submission of every version, draft to final, of a personal essay with evidence of revision based on coaching

Course Policies

- Participants must attend all class sessions and participate actively
- Participants must complete all assignments and submit them as directed (see Work Submission & Grading)
- Participants must demonstrate a willingness to learn, an eagerness to grow, and diligence in completing the tasks that will foster such growth. These are ungraded elements, but they distinguish professional educators and are expected traits of graduate students.



Friends University Contact Information

For questions or needed assistance regarding your Friends University accounts, please contact Graduate Workshops during business hours at 316-295-5516 or email at educationworkshop@friends.edu. Please provide your full name and the course in which you are enrolled. We are happy to help!