

**“IT’S BASICALLY A
‘WRITING PROJECT’ CLASS”:**

**SUPPORTING PRE-SERVICE TEACHERS AS
WRITERS AND (FUTURE) TEACHERS OF
WRITING**

H. Michelle Kreamer

A G E N D A

1.

Course Overview
Establishing a Writing Community
Assignment Overview
Course Take-aways
Application and Discussion

Writing Across the Curriculum Course

Emphasis on technical writing, participant writing, and designing and implementing writing instruction across the curriculum, with attention to the mechanics and terminology of English grammar.

Participants will engage in research-based practices, both as writers and writing instructors (including readings, discussions/forums, and writing tasks). By taking on these dual roles, participants will examine their own writing experiences and consider the role of writing on their personal and professional lives as well as that of early childhood/elementary students. Furthermore, participants will become part of a classroom writing community, which will serve to demonstrate the value of a writing community in academic and non-academic environments.

Writing Across the Curriculum Course

Students will understand that....

- *A teacher's own writing experiences influence the way they approach writing instruction in the classroom.*
- Writing practices can influence lives of teachers and students, both in and outside of school.
- Experiences with writing in a classroom support a learning community of diverse voices.
- Writing is an iterative and non-linear process.
- *Authentic writing experiences can support student learning across the disciplines.*
- Disciplinary writing tasks can support content learning.
- Assessment of writing is an integrated and critical aspect of writing instruction.

Writing Across the Curriculum Course

Students will know...

- Mechanics and terminology of English grammar.
- *Elements of a writing workshop in the early childhood/elementary classroom.*
- The role of mentor texts to support writing across the curriculum.
- Writing genres based on purpose of text.
- Characteristics of authentic writing tasks.
- *Peer feedback strategies that support the writing revision process.*
- Classroom writing activities that support the development of an effective and positive learning environment where diverse perspectives are valued.
- *State and national standards that explicitly connect to writing instruction as well as standards that can be connected to/used in support of writing instruction.*

Writing Across the Curriculum Course

Students will be able to....

- Identify appropriate, classroom writing expectations.
- *Design authentic classroom-based writing tasks that support learning.*
- Develop written texts for specific purposes and audiences.
- *Participate in a community of writers.*
- Provide effective feedback on student & peer writing using written, oral, & digital methods.
- Use digital tools for collaboration, creation, & publishing of personal and professional writing.
- Reflect on the significance of writing in their own lives and on their instructional practices.
- *Develop an action plan for continued development as a writer as well as an instructor of writing.*

Establishing a Writing Community

We are all writers!

Six-Word Stories/Memoirs



- ◆ **Three-minute free write:** A memory, story, or experience that was a defining or impactful moment in your life
- ◆ [Video Example from Smith Magazine](#)
- ◆ “For sale: baby shoes, never worn.” – Ernest Hemingway



Dr. Kreamer's 6-word stories

by **Helen Kreamer** - Thursday, January 13, 2022, 10

Autobiography/Memoir:

- Checklists: the key to my productivity.
- I think in six word stories.

Teaching Philosophy:

- We are all learning; be compassionate.
- Never stop learning. Always seek improvement.

Establishing a Writing Community

Getting to Know Students!

4. Please select the choice below that best describes the status of your major: *

Early Childhood Education Major

Elementary Education Major

Education Minor

Alternative Certification

Other

5. If you could pick one grade level you would most like to teach, what would it be and why? (Or you might pick a content area(s) if in upper grades that might be departmentalized). *

Enter your answer

6. Are you in Block? *

Yes

No

N/A

7. Why do you want to be a teacher? *

Enter your answer

8. Do you consider yourself to be a writer? Please explain. *

Enter your answer

9. What kind of writing do you do (could be creative--poetry, short stories, academic--essays and projects, personal--emails, etc.) *

Enter your answer

10. On a scale of 1 to 5 (1 being not confident at all and 5 being incredibly confident), how would you rate your confidence as a writer? *

1 2 3 4 5

11. On a scale of 1 to 5 (1 being not confident at all and 5 being incredibly confident), how would you rate your confidence as a teacher of writing? * 

1 2 3 4 5

12. What are you hoping to learn/experience in taking this course? *

Enter your answer



Establishing a Writing Community

Students Getting to Know Each Other!

Proust Questionnaire & Heart Maps

The Questionnaire

1. What is your idea of perfect happiness?
2. What is your greatest fear?
3. Which historical figure do you most identify with?
4. Which living person do you most admire?
5. What is the trait you most deplore in yourself?
6. What is the trait you most deplore in others?
7. What is your greatest extravagance?
8. What is your favorite journey?
9. What do you consider the most overrated virtue?
10. On what occasion do you lie?

Heart Map

Directions: Review the following areas suggested by Nancie Atwell as you consider your writing territories. What are the things you want to write about? What stories have you accrued that are waiting to be told? Once you have considered the options suggested by Atwell, create a heart map of your writing territories and upload it to Moodle. (Samples and templates can be found on the following pages.)

Establishing a Writing Community

Sharing In-progress Writing and Providing Feedback!

To Do (Tasks/Assignments):

 **Reading Response #4**

 **Writing Strategy: Mini-lesson**

- will have 10-min. to complete in class on Wed., 2/16
- need to upload by end of this work time in class

 **Selfie of a Scholar**

due: Tuesday, February 15 by 11: 55 pm

- post your "selfie" and 100-word memoir

 **Writing Group Feedback: Bless, Press, Address**

Overview of Select Assignments

Participation and Professionalism

Reading Responses

Informal Writing Tasks

Writing Group Work

Formal Writing Tasks: Teacher as Writer

Formal Writing Tasks: Teacher as Writing Instructor

Final Portfolio



Overview of Select Assignments

Informal Writing Tasks:

Due to the iterative nature of writing, you will be assigned writing tasks that are required but not graded for quality, but for effort and/or process (e.g., the Heart Map, Proust Questionnaire, and drafts of writing tasks). Some writing will be taken all the way through the writing process (i.e., drafting to publishing—see "formal writing tasks") but not all; however, you will be expected to engage in all assigned writing tasks.

Informal Writing Tasks (List)

- **Week 1:**
 - 6-word memoirs (2)
- **Week 2:**
 - Heart Map
 - **Proust Questionnaire**
- **Week 3:**
 - Episodic Nonfiction
- **Week 4:**
 - Writing Autobiography/ Memoir (draft)
- **Week 5:**
 - Where I'm From
 - So Much Depends Upon
- **Week 6:**
 - **Selfie of a Scholar** ("Selfie" and 100-word memoir)
- **Week 8:**
 - Writing to Learn (WTL) Tasks
 - Resume (draft)
- **Week 9:**
 - Out-In-Out
- **Week 10:**
 - Classroom Writing Expectations

The Big Decision: Informal Writing Task

- **The Inspiration:** Read the O'Brien story "On the Rainy River" from *The Things They Carried*.
- **The Task:** Pick a personal decision you made (or perhaps will make soon--about college, majors, a job, etc.) and write about the different "voices" relating to that decision.

The Big Decision: Informal Writing Task

- **The Steps:**

- Where were you (or where do you wish you were) when you made/will make the decision?
- You will have at least 10 people/characters involved in making this decision. They can be real or fictional, people you don't know, or people you imagine in your future. Brainstorm which are for or against your decision; you must have a few on each side.
- Research any historical figures/celebrities to find out what advice they would give you when making the decision.

The Big Decision: Informal Writing Task

- **The Writing:** Write the story of your decision, modeled after O'Brien's story or the sample.
- **The Connection to Research Papers:**
 - You researched what certain people believe about a topic and inferred (reached a conclusion on) how they would feel about your decision based on that evidence.
 - You included the perspectives of multiple people in your decision. When you research an issue, you want to make sure you consider multiple perspectives, not just the people who agree with you on the subject.

Overview of Select Assignments

Formal Writing Tasks:

Teacher as Writer

You will produce four personal writing tasks that you will take all the way through the writing process (drafting to publishing) including: **a writing autobiography/memoir, a professional resume,** and at least **two creative pieces.**

Teacher as Writing Instructor

You will produce four writing tasks that you will take all the way through the writing process (drafting to publishing) including: **two writing to learn (WTL) tasks, a genre-specific writing assignment,** and **classroom writing expectations.**



Writing Autobiography/Memoir: Formal Writing Task

- **The Objective:** The purpose of this assessment is for you to examine the influence of writing on your personal, professional, and academic life.
- What were your most memorable experiences with writing? How have these experiences influenced you thus far? How may they continue to influence you (especially as a teacher)?

Writing Autobiography/Memoir: Formal Writing Task

- **Potential Questions/Prompts to Address:**

- Describe a piece of writing you produced that you are most proud of.
- Who were your writing influences as a student?
- When and how do you prefer to write?
- Consider the differences between the types of writing you are required to do and the types you choose to do.
- Describe an experience where you struggled to produce a piece of writing.

Resume: Formal Writing Task

- **The Objective:** To compose a professional resume. When seeking employment, many employers will ask for a professional resume to be submitted as part of your application materials. As such, this is an authentic writing task since you will be able to use this resume (a revised and updated version) when you begin to seek employment within a school.
- **The Steps:**
 - Complete digital, asynchronous lesson, *From Dust to Diamonds*
 - Draft your resume
 - Writing group feedback
 - Revise and submit your resume

Resume: Formal Writing Task

- **From Dust to Diamonds**

- Learning Revision Techniques using "41 shots"

41 shots, we'll take that ride
'Cross the bloody river to the other side
41 shots, cut through the night
Kneeling over his body in the vestibule
Praying for his life

Is it a gun, a knife,
a wallet? this is your life
It ain't no secret my friend
You can get killed just for living in
your American skin

41 shots, Lena gets her son ready for school
She says, "On these streets, Charles
You've got to understand the rules
If an officer stops you, promise me you'll always be polite
And never ever run away
Promise you'll keep your hands in sight"

41 shots, I got my boots caked with this mud
We're baptized in these waters
And in each other's blood

Resume: Formal Writing Task

- **The Objective:** To compose a professional resume. When seeking employment, many employers will ask for a professional resume to be submitted as part of your application materials. As such, this is an authentic writing task since you will be able to use this resume (a revised and updated version) when you begin to seek employment within a school.
- **The Steps:**
 - Complete digital, asynchronous lesson, *From Dust to Diamonds*
 - Draft your resume
 - Writing group feedback
 - Revise and submit your resume

Writing to Learn: Formal Writing Task

- In class discussions about "writing to learn" and "writing to demonstrate learning"

Activity—Writing to Learn: Strategies

1. As a group, review the assigned instructional strategy.
2. Then, compose a forum post including the following (1 post/group)
 - Name of the instructional strategy
 - What it is/how it is implemented
 - Explanation of how you might utilize this in your future ECE/elem. classroom to support content-area learning
 - Explanation of how this strategy supports writing to learn
3. Share your strategy with the class
4. Discussion: Preferred Strategy(ies)?

Writing to Demonstrate Learning--Writing Exercises

Complete the following survey indicating which WDL writing exercises you are most interested in incorporating into your instruction and why/how you would use this.

Hi, Helen. When you submit this form, the owner will see your name and email address.

* Required

1. Please select one writing exercise that could be used to demonstrate learning as a response to literature that you are most interested in utilizing in your future classroom. *

- Book Boxes
- Open-mind Portraits
- Poems
- Simulated Letters
- Story Boards

2. Please explain why you selected the writing exercise you did in #1 (e.g., What about this strategy stood out to you? How might you use this in your class?). *

Enter your answer

3. Please select one writing exercise that could be used to demonstrate learning as part of a thematic unit that you are most interested in utilizing in your future classroom. *

- "All about..." Books

Writing to Learn: Formal Writing Task

Name: _____

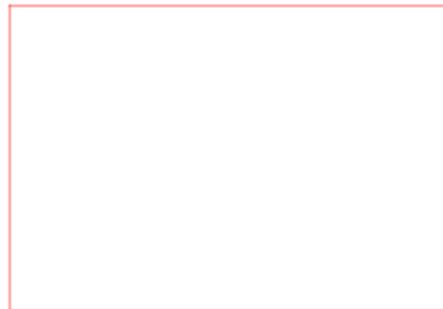
Date: _____

Story of How to Make Addition Problems!!!

Directions: Good morning students! Fill in the lines below with your own word problem! You are using 2 numbers that create an addition sentence. You can use any number between 1-20 just how we used 5 and 2 to make 7! In each box below, you are going to draw a picture describing what the sentence below the box says! Have fun drawing! 😊

Word Problem:

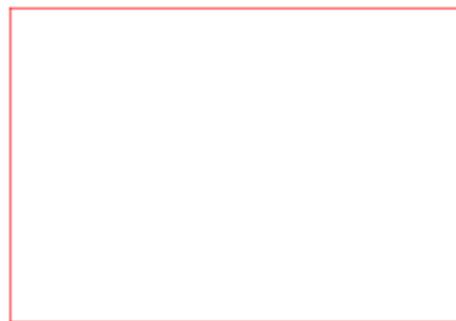
BOX 1



BOX 2



BOX 3



Name: _____

Class period: _____

Date: _____

EXIT TICKET

Explain the difference between force and motion.

Tell me one thing you learned about any of Newton's Laws of Motion.

Do you have a question about today's lesson that you would like addressed next class?

Writing Expectations: Formal Writing Task

- **The Objective:** The goal of this task is for you to take time to reflect and consider the writing expectations you have for your own students that have developed throughout the course of this semester. How can writing (including creative/personal writing and writing to learn) enter into your classroom? What are the ways in which students will be encouraged to write within your classroom and discipline?
- **The Task:** Compose your classroom writing expectations (could be in the form of a list, letter, etc.) You will also compose an explanation tied to course readings supporting your reason for each expectation.

Overview of Select Assignments

Final Portfolio:

The goal of the final portfolio is for you to reflect on the progress made throughout the course and to consider “next steps” related to your own writing as well as writing/writing instruction in your future classroom. The portfolio will include the writings you have worked on throughout the semester (Teacher as Writer and Teacher as Writing Instructor) along with a reflection and an action plan.



Writing Portfolio

- **The Overview:** The goal of the final portfolio is for you to reflect on the progress made throughout the course and to consider “next steps” related to your own writing as well as writing/writing instruction in your future classroom.
- The portfolio will include the writings you have worked on throughout the semester (Teacher as Writer and Teacher as Writing Instructor) along with a reflection and an action plan.
- Finally, you will create and share a presentation in class highlighting portfolio elements including: your favorite portfolio piece, a portfolio piece you believe is most improved, major course take-aways/lessons learned, and an overview of your action plan.

Course Take-aways

Successes

- Student enjoyment of course
- Writing Groups

Struggles

- Work-load (for students and professor)
- Quality of peer feedback



Course Take-aways

- **Looking Ahead to Next Semester**
 - End of semester survey
 - Adjustments for Fall 2022

5. On a scale of 1 to 5, please rate the following professional writing tasks based on how effective you believe they were in helping you to prepare as a teacher of writing.

- 1 = Extremely ineffective
- 2 = Somewhat ineffective
- 3 = Not sure
- 4 = Somewhat effective
- 5 = Extremely effective

*

	1	2	3	4	5
Resume	<input type="radio"/>				
Writing to Learn Task Creation	<input type="radio"/>				
Classroom Writing Expectations	<input type="radio"/>				
Genre-specific Writing Assignment	<input type="radio"/>				

7. On a scale of 1 to 5, please state to what extent you agree/disagree with the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Not sure
- 4 = Agree
- 5 = Strongly Agree

*

	1	2	3	4	5
My writing confidence has improved since the start of the semester.	<input type="radio"/>				
I enjoy writing more now than I did at the start of the semester.	<input type="radio"/>				
I feel more confident to teach writing than I did at the start of the semester.	<input type="radio"/>				
I consider myself to be a writer.	<input type="radio"/>				

8. If you would like to explain/expand upon any of your responses from #7 above, please do so here. If not, simply put N/A. *

Enter your answer

Discussion and Application

- Does your institution have a course like this for pre-service teachers? If so, please share!
- What benefits, if any, might there be to having a course like this for future (or current) educators?
- Any questions or anything else you'd like to discuss?



Thank You

Contact Information:

hmkreamer@louisiana.edu

