Institute Description: Participants will explore All Topics related to Writing from Kindergarten through the 8th grade level, including conventions and assessment. Participants will fully immerse themselves in a week of rigorous and active learning about teaching writing that includes: Patterns of Power, Peer-to-Peer Responses, Writing Workshop, Teachers as Writers, Writing Assessment, Critical Friends - Feedback and Editing, Poetry Writing Club, Craft Moves, and Argument Talk Protocol. Each day of this high-powered week will feature a different speaker each morning, followed by a workshop-style learning session in the afternoon.

Target Audience: Classroom teachers K-8, Reading Specialists, Curriculum Coordinators, Reading Supervisors, Building Principals.

Purpose of Course:

- Establish an instructional framework that infuses theoretical research about writing instruction with practical classroom application.
- Participate in cognitive conversations about effective teaching principles and contemporary writing strategies that inform instruction.
- Define effective teaching of writing principles and contemporary strategies in writing.
- Incorporate effective techniques to boost student engagement and scaffold instruction.

General Course Objectives:

- To become acquainted with multiple models and processes of writing and the impact they have on classroom practice. (NCATE 1.6; ILA 1.5, 5.2, 5.3)
- To demonstrate an understanding of the ways in which diversity influences writing development in all students, especially those who struggle with writing, and develop strategies to advocate for equity. (ILA 4.2, 4.3)

Institute Texts:

Participants in this Institute are required to read both of these core texts:


Optional Texts:


Other readings and articles may be provided by the professor prior to or during the week.
Institute Policies:
You are expected to conduct yourself as a professional. That includes coming to class each day, fully participating in class activities, providing thoughtful input to class discussion and written assignments, and submitting work that demonstrates rigor at a high level.

Conceptual Framework for Professional Education
In this course, we will be enacting the MU Professional Education Unit’s Conceptual Framework that contains the following foci:

<table>
<thead>
<tr>
<th>Learning Communities of Inquiry and Action</th>
<th>We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Students</td>
<td>We will balance knowledge and the principles and concepts delineating in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.</td>
</tr>
<tr>
<td>Exemplary Professional Practices</td>
<td>We will balance knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.</td>
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</tbody>
</table>

To view the full text of the Professional Behaviors Statement, visit the School of Education webpage linked to MU’s homepage.

Academic Honesty:
Academic integrity includes refraining from cheating and/or plagiarizing from the work of others. All students are expected to act with personal integrity at all times.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include but are not limited to cheating, copying, plagiarizing, submitting other people’s work as one’s own, using Internet sources without citation, fabricating citations, tampering with the academic work of another student or facilitating other students’ acts of academic dishonesty.

Students charged with a breach of academic integrity will receive due process and if the charge is found valid, academic sanction may range depending upon the severity of the offense, from an F for the assignment to an F for the course. The University’s statement on academic integrity is available on the MU website.

Dr. Hower
Accommodations for Students with Special Needs
Students with special needs should submit pertinent documentation to the Office of Learning Services. This will allow the professor to better accommodate those students with special needs. Additionally, individual students are encouraged to approach the instructor directly at any time during the semester regarding necessary accommodations.

Title IX
Millersville University and its faculty are committed to ensuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligations are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 28 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, as the resources that are available to victims of sexual violence, is available at: [http://www.millersville.edu/sexualviolence/Title%20IX/](http://www.millersville.edu/sexualviolence/Title%20IX/)

Assignments:
Participants will be assessed on the following areas:

1. **Pre-Course Assignment: Writer’s Journey – An autobiographical critical reflection**
   Each candidate will prepare an original composition prior to the start of the course outlining and examining their personal writer’s journey. The purpose for writing one’s verbal “portrait” as a writer is to provide a structure by which students can revisit their earliest recollections of learning to write and writing, as well as consider the subsequent value they place on writing in their daily lives. The final document should be a comprehensive but concise review of 5-7 pages, double-spaced, 12 font (Times New Roman), using APA format and style. Photographs, literacy artifacts, and/or documents from students’ personal collections are welcomed.
   **Due: Monday, June 24, 2019**

   For Student Who Took Last Year’s Writing Institute:

   **How I Changed as a Teacher of Writing Over This Past Year**
   Returning candidates will prepare an original composition prior to the start of the course outlining and examining their professional growth as a teacher who writes and a teacher of writers since the last Institute. The final document should be a comprehensive but concise review of 5-7 pages, double-spaced, 12 font (Times New Roman), using APA format and Style. Photographs, literacy artifacts (without student names), and/or curricular documents are welcomed.
2. **Book Response and Reflection (15 points each/30 points total)**
   You are expected to closely read both of the required course texts and be prepared to engage with the authors and your colleagues on your reading and learning experiences. For this written assignment, discuss the author’s message and recommendations of the authors for how to apply their research to improving classroom teaching practices. You will explain, with the support of textual evidence, points with which you agree or disagree. Additionally, you will offer clear identification of how you can practically use the information from the text in your (or a peer’s) classroom. Please see rubric (below) for specific guidelines. 3-5 pages, double-spaced, typed. Explicit references in the form of paraphrased ideas and short quotations (following APA formatting) are required.
   **Due: Friday, June 29, 2018**

<table>
<thead>
<tr>
<th>Rubric for Book Response and Reflection</th>
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</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations (5 pts)</strong></td>
</tr>
<tr>
<td><strong>Summary of author’s message, recommendations, application of ideas</strong></td>
</tr>
<tr>
<td><strong>Discussion of relevance and applicability of text</strong></td>
</tr>
<tr>
<td><strong>Discussion of points of agreement and disagreement</strong></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
</tr>
</tbody>
</table>

3. **Daily attendance and active participation in face-to-face discussions and learning experiences and Daily Reflection/Interaction with Literacy Community (5 points each/25 points total)**
   Daily attendance for the full week is an expectation. In the case of illness or emergency, please provide documentation for your absence. Undocumented/unexcused absences will result in the reduction of one letter grade for each day missed. Additionally, each day, before we conclude for
the day, you will share at least one key thought/reflection per session using Twitter with the hashtag #MULit18 and @aileenhower. These daily reflections will help you engage with the larger writing PLN on Twitter as well as show evidence of your critical thinking and active participation.

4. **Final Project (45 points)**

   **Due:** No later than **July 12** via email or shared via gmail (aileen.hower5@gmail.com) to Dr. Hower.

   A major objective of this summer literacy institute is to provide you with an opportunity to actively think about and plan for the upcoming school year. The final project *that you will propose and create* will incorporate elements from any of the institute activities, speakers, and readings in a way that is meaningful to each individual participant. The project is intended to be open-ended in nature.

   Participants may work with grade level partners or teams, or work independently on this culminating project. **All projects are expected to be of appropriate graduate-level rigor and effort.**

   Possible projects might include, *but are not limited to*, the following examples:

   - Revise a unit that you currently teach to incorporate tools and techniques learned at the Institute.
   - Create a series of lessons that incorporate ideas you learned from the Institute.
   - Develop a professional development session you will conduct in your district based on something you learned throughout the week.

   All projects should include the following required elements:

   - **Rationale** - a full-length introduction explaining *why* you selected this project and *how* the incorporation of new ideas from the Institute will improve or enhance student learning; school-based reasons and academic/research-based support are an expectation of this part of the assignment.
   - **Essential Questions, Goals, or Objectives** - *what* are the overarching goals for student learning?
   - **PA Core Standards** - what standards does this project connect with?
   - **Content/Body** - varies according to project, but this is the heart of the assignment and should constitute the bulk of the project. Please make sure you demonstrate appropriate rigor.
   - **Resources/Reference List** - APA formatted that includes all resources cited and any texts that are used within the project.
### 2019 Literacy Institute Final Project

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (10 points)</th>
<th>Meets Expectations (8 points)</th>
<th>Approaching Expectations (6 points)</th>
<th>Below Expectations (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Expertly explains reasoning behind the selection of the project including relevance to teaching and explicit connections to research.</td>
<td>Clearly explains reasoning behind the selection of the project including relevance to teaching and connections to research.</td>
<td>Attempts to explain reasoning behind the selection of the project including relevance to teaching and connections to research.</td>
<td>Does not clearly explain reasoning behind the selection of the project including relevance to teaching or connections to research.</td>
</tr>
<tr>
<td><strong>EQs, Objectives, or Goals &amp; PA Core Standards</strong></td>
<td>Meaningful and clearly address the intent of the project and include appropriate PA Cores Standards.</td>
<td>Address the intent of the project and include appropriate PA Cores Standards.</td>
<td>Somewhat address the intent of the project and include appropriate PA Cores Standards.</td>
<td>Not meaningful and/or do not clearly address the intent of the project and/or appropriate PA Cores Standards.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Project is rich in detail and insightfully crafted. Lessons or body of project demonstrate unequivocal understanding of selected topic and is completed with a high degree of rigor.</td>
<td>Project is well written and complete. Lessons or body of project demonstrate clear understanding of selected topic and is completed with an acceptable level of rigor.</td>
<td>Project is limited in detail and scope. Lessons or body of project demonstrate partial understanding of selected topic and is completed with a partial level of rigor.</td>
<td>Project is limited in or may be incomplete. Lessons or body of project do not clearly demonstrate an understanding of selected topic and is completed with a low level of rigor.</td>
</tr>
<tr>
<td><strong>Resources/Reference List</strong></td>
<td>All sources are correctly cited using APA style.</td>
<td>Most sources are correctly cited using APA style.</td>
<td>Some sources are correctly cited using APA style.</td>
<td>Sources are not cited.</td>
</tr>
<tr>
<td><strong>Conventions (x .5)</strong></td>
<td>Attention to grammar and usage is mastered; 0-3 errors.</td>
<td>Attention to grammar and usage is present; 4-6 errors.</td>
<td>Attention to grammar and usage is inconsistent; 7-9 errors.</td>
<td>Attention to grammar and usage is absent; 10+ errors.</td>
</tr>
</tbody>
</table>

**Course Grading**

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 60-69 = D
- Below 69 = F

Dr. Hower
Institute Speakers and Overview of Weekly Schedule

Monday, June 24, 2019
Morning: Whitney LaRocca (co-author of course text) (Skype Session) - Patterns of Power Inviting Young Writers into the Conventions of Language, Grades 1-5.
Afternoon: Michelle Trasborg - Critical Friends - Feedback and Editing

Tuesday, June 25, 2019
Morning: Brian Kelley - Peer-to-Peer Response
Afternoon: Deanna Clayton - Poetry Writing Club

Wednesday, June 26, 2019
Morning: Stacey Shubitz & Lynne Dorfman - Welcome to Writing Workshop: Engaging Today's Students with a Model that Works
Afternoon: Stacey Shubitz - Craft Moves

Thursday, June 27, 2019
Morning: Jennifer Laffin - Teach Write. Teachers who write make the best teachers of writers because they learn about writing from the inside-out.
Afternoon: Jennifer Laffin - Continuation of the Morning

Friday, June 28, 2019
Morning: Frank Murphy - Teaching Writing in a Culturally Relevant Way
Afternoon: Stacy McBride - Argument Talk Protocol

Overview of Daily Schedule:
8:00-8:30 - Breakfast, table talk
8:30-9:00 - Welcome, schedule for day/housekeeping items
9:00-10:00 - Writing Workshop/Independent or small group work time
10:00-12:00 - Morning Session with Featured Speaker
12:00-1:00 - Lunch
1:00-3:00 - Afternoon breakout learning sessions
3:00-4:00 - Independent or small group work time (on Institute assignments)
4:00-4:30 - Debrief/Wrap-up for the day