

EDUC7547 *Teaching Narrative Writing to K-8 Students*

Facilitators Contact Information

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Live sessions are ONLINE using Zoom (Please download the program at the beginning of the semester. See instructions in <http://bit.ly/zoomhelpBC> You don't need to become a member because the facilitator will start the call.

Withdrawal deadline from any section of Teaching Narrative Writing EDUC7547 is **a week after the course starts**. Withdrawals after this date will not be refunded nor credited.

Course Goals and Objectives

Goals: to learn theory, practice, and children's development in connection to speaking and writing academic English.

Objectives:

- (a) To become familiar with the genres of writing and their features of text structure and language in various content areas.

- (b) To learn how to analyze student’s written work in all aspects of text structure and language.
- (c) To be able to use the various aspects of the Teaching and Learning Cycle.
- (d) To connect class content with the MA Frameworks (based on Common Core State Standards).
- (e) To be able to assess students’ needs and plan units of writing based on those needs.
- (f) To incorporate oral language use in instruction.

SEI requirement: This course covers the following SEI standard: “The basic structure and functions of language.”

Required Readings

Brisk, M.E. (2015). *Engaging Students in Academic Literacies: Genre-based Pedagogy for K-5 Classrooms*. New York: Routledge.

Course Schedule

First day Tuesday 7:30 pm	Live ONLINE Introductory Session		
Modules run from Wednesday – through Tuesday. They close with the Live ONLINE session.			
Date	Content	Assignments	Due Date
Week 1 Starting Wednesday	About the Course Module <i>Self-paced activities:</i> <ul style="list-style-type: none"> - Introduction - Schedule - Major project description - Grading system - Technology, policies and resources - How to Teach 	<ul style="list-style-type: none"> • Discussion: Participants Introductions • Ungraded Practice Assignment • Non-Fiction Narratives (NFN) or Fictional Narratives (FN) Unit Proposal (5 p.) 	Exact dates in course materials. By Sunday
	Module 1 NFN Purpose and Stages [Personal Recounts, Autobiographies, Biographies, Empathetic Autobiographies, Historical Recounts, Historical Accounts] <i>Self-paced activities:</i> NFN:	<ul style="list-style-type: none"> • Discussion: Development of Content Knowledge NFN and FN (5 p.) 	By Sunday

	<ul style="list-style-type: none"> - types and purposes - Introduction to the structure - Orientation - Sequence or Record of Events and Conclusion <p>1. Reading: Brisk, 2015, chapter 5. Introduction, purposes and stages.</p>		
Live Session Tuesday 7:30 pm EST			
Week 2 Starting Wednesday	<p>Module 2 FN Types, Purpose, and Steps</p> <p><i>Self-paced activities:</i> FN:</p> <ul style="list-style-type: none"> - Types, purposes, steps - Character Development <p>Reading: Brisk, 2015, chapter 9</p>	<ul style="list-style-type: none"> • Discussion: Vignettes to develop character (optional) • NFN Unit lessons on content, purpose, and stages (15 p.) <p>OR</p> <ul style="list-style-type: none"> • FN Unit lessons on purpose, problem, and character development (15 p.) 	By Sunday
Live Session Tuesday 7:30 pm EST			
Week 3 Starting Wednesday	<p>Module 3 Language of Narratives</p> <p><i>Self-paced activities:</i></p> <ul style="list-style-type: none"> - Verb groups and Adverbials - Noun Groups - Clause Complexes - Use of Dialogue - Reference Ties - How to embed language through a unit <p>Reading: Brisk, 2015, chapters 5 and 9 sections on language.</p>	<ul style="list-style-type: none"> • Choose a lesson from the unit and develop it more fully (15 p.) 	By Sunday
Section .02 in August will cover Modules 3 and 4 the 3rd week.			
Live Session Tuesday 7:30 pm EST			
Week 4	<p>Module 4 Plot of a FN</p> <p><i>Self-paced activities:</i></p> <ul style="list-style-type: none"> - Overview of Plot - Orientation - Title - Lessons on Sequence of Events, Crisis, Resolution - Early grades 	<ul style="list-style-type: none"> • Assessment of Student Work (15 p.) • NFN Insert lessons on language and edit whole unit (10 p.) <p>OR</p>	By Sunday
Section .02 in August will cover Modules 3 and 4 the 3rd week.			By Saturday after the course finished

	Reading: Brisk, 2015, pp.322-335.	FN Lessons on Plot and edit the whole unit (10 p.)	
	Live Session Tuesday 7:30 pm EST		
7 days after course finishes	For participants taking the course for graduate credit ONLY	<i>Final revised unit done individually (15 p.)</i>	

Lynch School of Education Themes

Programs in Teacher Education at Boston College have five unifying themes. Although no single course in teacher education addresses all the themes in depth, each Teacher Candidate will have explored and reflected on all the themes prior to and during the full practicum. The Department of Elementary & Secondary Education (ESE) Professional Standards for Teachers as well as the Boston College themes are aligned to all practicum requirements and to the BC-Candidate Assessment of Performance (BC-CAP).

1. The 5 unifying themes are:

Promoting social justice: At B.C. we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

Constructing knowledge: At B.C. we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

Inquiring into practice: At B.C. the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

Meeting the needs of diverse learners: At B.C. we believe that one of the central challenges of teaching is meeting the needs of all learners; especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

Collaborating with others: At B.C. prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

2. The Massachusetts Department of Elementary & Secondary Education (ESE) Professional Standards for Teachers (PST):

Effective January 2014, ESE identified the following Four Professional Standards for Teachers. All course work and field experiences are aligned to the PSTs in ways that are developmentally appropriate in terms of introduction to, practice with, and demonstration of each Standard and performance indicator. Standards 5 and 6 have been added, with ESE approval, to reflect B.C. themes and mission and are essential components of the BC-CAP during the full practicum experience.

1. Curriculum, Planning & Assessment : Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
2. Teaching All Students : Promotes the learning and growth of all students through instructional practices that establish high expectation, create a safe and effective classroom environment, and demonstrate cultural proficiency.
3. Family and Community Engagement : Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
4. Professional Culture
5. *Demonstrates an Inquiry Stance in a Daily Practice*
6. *Promotes & Practices Principles of Social Justice Teaching*

Full descriptions of the PSTs and effectiveness indicators are available at:

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08>