

COURSE TITLE: EVERDAY EDITING: Easy Strategies That Work For All Writers

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

WA CLOCK HRS: 30
OREGON PDUs: 30

INSTRUCTOR: ALEXANDRA SACHA LURIA, M.ED.
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COURSE DESCRIPTION:

Do students groan when you say it is time to edit and revise? Are you intimidated by grammar and writing conventions, perhaps never having been explicitly taught them in a way that made sense? Is there never enough time for editing in your writers' workshop? Does it seem that your editing lessons are not really connected to what students are writing? Do some students still struggle to write complete sentences, while others have mastered that but struggle with other conventions? How do you take all students to the next level?

This class teaches you to focus and build on what your students are doing right. Instead of targeting student errors, learn how to build on their writing strengths. Use literature and well-written sentences to show students how their sentences can be crafted. Find ways to make editing a daily part of your writing time. It IS possible to have fun while teaching editing, grammar and conventions to all of your students! Each chapter provides you with ideas you can use immediately. Appropriate for teachers of grades 3-12.

The text is *Everyday Editing* by Jeff Anderson, available at Amazon.com for \$15.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Learn what is effective in teaching students grammar and editing.
2. Learn how to increase students' confidence in editing *and* enjoy this process.
3. Understand how to use mentor texts and model sentences to model good writing techniques.
4. Use the editing process to inspire positive changes in student writing.
5. Empower students to be active participants in the writing process.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 30 Washington State Clock Hours or 30 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount and quality of work submitted.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education (CE) Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is stated on the back of the transcript.

AUS CE quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT:

Everyday Editing by Jeff Anderson is available from about \$15 at Amazon.com. ISBN: 1571107096

MATERIALS FEE:

\$15 for required text. There are no additional fees to be paid.

HEADING REQUIRED FOR ALL ASSIGNMENTS:

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ Credit (400 or 500)

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Introduce yourself with a background profile in 1-2 pages.

- What led you to choose teaching as a profession? Describe your current professional situation.
- What brings you the most joy in your work with teaching writing?
- What led you to choose this class and what outcomes do you hope to have through this class?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #1"

Assignment #2:

Read the Introduction: "Why Do My Students Hate Grammar and Editing?" and respond in 1-2 pages.

- How were you taught grammar?
- Compare and contrast how you were taught grammar to how you teach editing and grammar.
- As a student yourself, have you ever gotten a paper back that was covered with editing or grammar corrections? How did that make you feel? Did it make you want to write more?
- What do you think the traditional approach to editing and grammar teaches children?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #2"

Assignment #3:

Read and respond to Chapters 1 and 2 in a one-page paper or a mind map by answering the following questions

- What are the four basic tenets of effective instruction and how can you use them in teaching editing? (p. 17-18)
- Why should we teach grammar by just zooming in on one sentence instead of longer pieces of writing? Do you agree? Why or why not?
- Find five interesting sentences that you would like to share with your students. Why would you like to share these sentences? Why are they powerful?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #3"

Assignment #4:

Read Chapter 3 and respond to the questions in a 1-2 page paper or a mind map.

- Which of the editing steps listed were the most interesting to you and why?
- Which of these steps do you already use in your classroom?
- Which steps would you like to use?
- How do you plan on using one (or more) of these steps in your classroom in the future?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #4"

Continue for additional assignments required for Hours.

Complete the following assignments for Hours:

Assignment #5:

Read Part II, Chapters 1-3, and respond to questions in a 1-2 page paper or create a lesson plan applying these skills. You can write a lesson plan using one of these grammar forms, **or** answer the following questions. Use whatever lesson format you use for your school district in the lesson plan.

- Find and share one sentence that you could use to introduce serial commas, colons, or capitalization. Why do you like this sentence?
- Write your own imitation of that sentence and make a sentence frame that you could use with students to imitate the sentence. (example p. 51)
- Create a writing prompt that you could use with students to help them write using serial commas, colons, or capitalization.
- Create an invitation to edit activity (p. 58) using a sentence for serial commas, colons, or capitalization.

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #5"

Assignment #6:

Read Part II, Chapters 4-6, and respond to questions in a 1-2 page paper or by creating a lesson plan applying these skills. Write a lesson plan using one of these grammar forms, **or** answer the following questions. Use whatever lesson format you use for your school district in the lesson plan.

- Which of these three chapters talks about a grammatical form that causes problems for your students? Why do you think your students struggle with these forms?
- Create a poem using the format described in section 5.5 (p. 91-92) that uses two word sentences.
- Did you have an "aha" moment reading these chapters? What do you think is going to be most helpful for you in your classroom?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #6"

Assignment #7:

Read part II, Chapters 7-10. Respond to questions in 1-2 pages or create a lesson plan applying these:

- Write a lesson plan using one of these grammar forms, **or** answer the following questions. Use whatever lesson format you use for your school district in the lesson plan.
- Look at the activity on page 110 about creating "An Appositive Experience" flip book. Create a little flip book yourself following these directions that you could share with your students. What sentences did you create? What did you like about this activity? How did this activity make you feel about appositives?
- Find five sentences with "FANBOYS" (p.130) that you could share with your class. Why do you think these would be good model sentences?
- Create an "Invitation to Edit" (p. 148) that you could use with your students for teaching dialogue.

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #7"

This completes the assignments required for Hours.

Continue to the next section for additional assignments required for University Quarter Credit.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment #8:

Chose **two (2)** of the following assignments.

- 1) Create at least one lesson plan that you could use based on an idea you learned from the book used for this course. Describe the editing technique you are using, the grade level and goal for the lesson, the steps of the lesson and how you would know if the lesson was effective.
- 2) Reflect on the results of using a grammar or editing strategy from this book. This can relate to a strategy you have tried or hope to try. Start by describing the strategy you employed (or hope to employ) and then analyze the outcomes (real or possible) with specifics in a 2-3 page paper.
- 3) Analyze what reservations you think a teacher or administrator might have on having teachers use this style of teaching editing in the classroom. Why teach writing and editing in an integrated fashion as opposed to teaching traditional grammar? Write a 2-3 page commentary.

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #8"

500 LEVEL ASSIGNMENTS

Assignment #9: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following:

Option A)

Create a power point presentation explaining how to integrate these editing skills with the writing program you currently use in your classroom. Analyze the strengths and weaknesses of your current method of teaching editing.

OR

Option B)

Find and read 3-5 Internet articles on grammar or editing. Summarize them in 2-3 pages and explain how you could apply these ideas into your current method of teaching editing.

OR

Option C)

Another idea of your own, with prior approval from the instructor.

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #9"

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #10:

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Note: When finished, send to Sacha: direct.tutoring@gmail.com, with subject line: "Editing #10"

INSTRUCTOR COMMENTS ON YOUR WORK

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Alexandra (Sacha) Luria, M.Ed., has worked as a literacy specialist and has run a small business focused on helping students succeed in reading. She has been featured on NPR, Disney Radio and in the Oakland Tribune for her success in helping struggling readers become confident lifelong readers. She started teaching with Teach For America and now teaches full-time in Oregon. She has a Masters Degree from Western Governors University and is passionate about online education. She is very interested in helping teachers be more successful with less stress and believes in working smarter, not harder.

EVERDAY EDITING: Easy Strategies That Work For All Writers
BIBLIOGRAPHY

Allington, R. 2001. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Addison-Wesley Longman.

This book includes research on the best-practices for building fluency, comprehension skills and interventions that work for struggling readers and writers. It is easy to understand and practical. We know that good readers tend to be good writers, and so this book helps your students have the skills to become strong readers.

Anderson, Jeff. 2007. *Everyday Editing*. Portland, ME: Stenhouse Publishers.

Instead of rehearsing errors and drilling students on what's wrong with a sentence, this book invites students to look carefully at their writing along with mentor texts and to think about how punctuation, grammar, and style can be best used to hone and communicate meaning.

Anderson, Jeff. 2005. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, ME: Stenhouse Publishers.

Mechanically Inclined is the culmination of years of experimentation that merges the best of writer's workshop elements with relevant theory about how and why skills should be taught. It connects theory about using grammar in context with practical instructional strategies, explains why kids often don't understand or apply grammar and mechanics correctly, focuses on attending to the "high payoff," or most common errors in student writing, and shows how to carefully construct a workshop environment that can best support grammar and mechanics concepts.

Boushey, G., Moser, J. 2009. *The Cafe Book*. Portland, ME: Stenhouse Publishers.

This book shows teachers how to use effective strategies to increase Comprehension, Accuracy, Fluency and Expand vocabulary (CAFE) in the classroom. These strategies help with both reading and writing instruction.

Boushey, G., Moser, J. 2006. *The Daily Five: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse Publishers.

Designed to help teachers spend less time managing and more time teaching, this book demonstrates how to have students become independent learners during literacy time. Teachers have students read to themselves, read to a partner, listen to reading, write and work on word skills while the teacher conferences and works with small groups.

Buckner, Aimee. 2005. *Notebook Know-How: Strategies for the Writer's Notebook*. Portland, ME: Stenhouse Publishers.

A writer's notebook is an essential springboard for the pieces that will later be crafted in writers' workshop. It is in this notebook that students brainstorm topics, play with leads and endings, tweak a new revision strategy, or test out a genre for the first time. This book shows teachers how to use the Writer's Notebook in the classroom.