

# **CSUN TNE Literacy Research Project, Year 3**

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## **Introduction**

This study constitutes the third and penultimate year of the longitudinal CSUN Teachers for a New Era Literacy Research Project designed to chart and improve CSUN-prepared teachers' effectiveness as writers and teachers of writing. In the first two years of the study, researchers in disciplines in Education and the Arts and Sciences investigated how CSUN students who were prospective elementary school teachers wrote and how they were taught to write. We used rubrics developed by compositionists and education professionals to evaluate over two hundred writing samples from these students (Year 1) and developed a multi-faceted analysis of English 305, the upper level CSUN composition course required of all Liberal Studies majors (Year 2).

## **Research Questions**

The goal for Year 3 was to follow a group of ITEP students whose writing we had evaluated in Year 1 into EED 477B and student teaching to document a) what writing experiences they have at CSUN other than English 305, b) how these students are taught to teach writing at the elementary school level, c) how their student teaching experience complements and/or undermines this preparation, and d) what kinds of preparation and expectation CSUN course work and student teaching create for these students as they move into full-time teaching. We also wanted to continue to follow the writing progress of these students. Plans for Year 4, which would include observing the writing instruction of Year 3 subjects as teachers in their own classrooms, continuing to track their writing, evaluating the writing achievement of their pupils, and correlating these three components, have been put on hold for now due to budget concerns.

## **Methodology**

For Year 3 of the study, we used a mixed methods approach to gather as much varied data from as many sources as possible in order to develop a full and complex response to our research questions. There were four components to the study: a) student surveys, b) student interviews, c) faculty surveys, and d) EED 477B observation. Our research subjects completed written surveys regarding their writing preferences and ideas about teaching writing at the beginning of the Fall 2008 semester (see Appendix IV for survey data). Near the end of the semester we invited each of the research subjects to participate in a 45 minute individual interview with one or more of the researchers to answer questions about their development as writers and future teachers of writing, about their dispositions toward and knowledge about writing instruction, about their student teaching experiences, and about their plans and expectations as writing teachers in the future (see Appendices I and II for interview questions and collated responses). These two components of the study that involved direct interaction with the subjects were complemented by two indirect study components: an ethnographic observation of one of the EED 477B classes in order to gain a sense of what and how our subjects are learning in this course (see Appendix V for observation field notes), and a survey of CSUN faculty who teach courses that ITEP students take about the writing opportunities and writing instruction that students receive in these courses

(see Appendix III for tables showing survey results). The faculty information was solicited via email. (Most of these courses have mixed populations of ITEP and non-ITTEP students, and faculty for the most part do not think of these as “ITTEP courses.”) We also continued to collect writing samples from these students, though this writing will need to be analyzed at a later time.

The research team again comprised scholars from multiple disciplines: scholars in English who have expertise in children’s literature and composition studies and who work with ITEP students; scholars in Anthropology who have expertise in ethnographic methodology and experience working with ITEP students; and a scholar in Elementary Education whose expertise includes literacy and elementary school pedagogy, and who was teaching the ITEP subjects in EED 477B during the semester in which the primary research was undertaken (Fall 2008). We began the semester by visiting this EED 477B class to introduce ourselves and this study to the students in the class, so that we could begin to build relationships with them. We are well aware that the researchers’ connections to our research subjects may have impacted the data we collected: the fact that two of the researchers had previously taught some of the research subjects and a third was currently teaching them may have prevented the subjects from expressing themselves openly and honestly during the interviews; conversely, the relationships between these faculty members and the subjects may have put the subjects more at ease compared to those subject who were interviewed by relative strangers, and enabled them to express themselves more freely. In addition, the researcher observing EED 477B may have consciously or unconsciously suppressed or expressed particular observations or comments due to the fact that the EED 477B instructor was herself a member of the research team.

## **Obstacles**

The study did not go smoothly. First, we had originally planned to observe the student teachers in action. We developed an observation protocol and normed the researchers to use the protocol consistently using videotaped student teaching demonstrations. However, LAUSD refused our request to observe the student teacher in their classrooms, and so we decided to focus on interviewing them about their student teaching experience instead. The second obstacle we faced was that many of our subjects cancelled their scheduled interviews. Although we had invited all 26 students in the EED 477B class to be interviewed, we ultimately conducted 10 interviews. We made it clear to the students that their participation in the study was not related to their grade in the course, but some expressed concerns to their university supervisors about feeling compelled to participate in the interviews. As a result, the EED 477B instructor was obliged to remind students that their participation was voluntary, and many subsequently canceled their interviews (we do not know the reasons for these cancelations). While we are confident that the 10 interviews reflect a broad range of ITEP student experience and knowledge, we are also aware that these 10 students may represent a self-selected group who are not necessarily representative of ITEP students as a whole.

## Results and Analysis

### I ITEP Students: Writers with a Past

In order to fully understand the experiences of the ITEP students in relation to literacy, it is first necessary to determine their earliest memories of writing. Almost all of our interviewees had detailed memories of earlier writing experiences, and for many, parent involvement was part of this writing experience. They often made connections between these early experiences and their future practices as writing teachers. Some of the early childhood experiences included journal writing, phonics lessons for reading, and pretend writing. Clearly, the group had a variety of early experiences that influenced them as writers and future teachers of writing. The preliminary survey helped to determine what our subjects already knew about teaching writing prior to participating in the class. Table 1 below indicates students' basic responses to what they already knew about teaching writing.

Table 1: What do you already know about teaching writing?

<b>Majority of Responses</b>	
<b>Responses</b>	<b>Number of Responses</b>
Writing involves 5 stages/it's a process	14
Students will progress at different paces	6
Students will enjoy writing if they write about things they like	5
There are 5 levels of ELD that ELLs move through/the process is different for ELLs/special accommodations	4
Power/Journal writing are good tools	4
Students should write on a daily basis/practice is important	4
Different kids enjoy different writing and have different voices	3
"Realia" is important in development of ELLs/SDAIE	3
Students need teacher's guidance/modeling	3
Students with different cultural backgrounds/learning needs require different approaches	3
Teaching the process approach takes time, it is lengthy and involved	3

Clearly, students were aware of the writing process, as 14 of the 21 responses identified this as a key feature of writing instruction. Responses indicate that those surveyed possessed an introductory understanding of writing process pedagogy. They also understood and were acutely aware that teaching writing is a time intensive endeavor and that students progress through the writing process at different paces. The respondents also indicated that they were aware that cultural backgrounds affect learning efforts.

The next table examines what students wanted to know about teaching writing prior to engaging in the study.

Table 2: What We Want to Know

<b>Majority of Responses</b>	
<b>Response</b>	<b>Number of Responses</b>
How to make writing engaging for all students	12
How to teach ELLs	10
(When is it ok to provide assistance with ELLs)	(4)
What are the steps and best strategies	8
How to help learners who learn at different paces	4

The responses above demonstrate students' basic awareness of the importance of student engagement and a curiosity about their role in the process.

Our subjects' awareness of their own histories as writers, coupled with the drive to learn effective methodologies are key in laying the foundation for the development of a "professional teaching identity."

## II Professional Identity

Overall, we saw strong evidence in the interviews that these student teachers are developing "teacher identities" in our program. The development of teacher identity is often connected to four key components (Knowles, 1992): (1) role models, especially positive ones; (2) previous teaching experiences; (3) significantly positive or negative education classes; and (4) remembered childhood experiences about learning and family activities. Clearly, our students are being influenced by all of these factors.

These student teachers exhibit a particular professional stance in their answers to the interview questions. We did not see a great deal of ambivalence about a future of teaching in the interviewees. For instance, we did not hear interviewees saying that they expected to teach for a year or two and then move into some other field, or move on to school counseling, or use teaching as a backup job once they start having children. They come across as having a true commitment to teaching—which should be the case, given that they elected to participate in a highly focused, intense educational program, and have persevered in the program thus far.

Some scholars in education write about "inquiry as stance," a phrase that is intended to describe "the positions that teachers and others who work together in inquiry communities take toward knowledge and its relationship to practice" (Cochran-Smith and Lytle 1999: 24). This angle on stance seems to characterize experienced teachers—teachers who have arrived at the center of "a community of practice." We did not hear our student teachers asking many "big" questions about teaching and learning. These are the questions that a teacher-researcher would want to answer about the writing process: how do beginning learners begin to learn to compose, how do writers develop awareness of "good" writing and of genre, how do different approaches enhance learning opportunities for English Language Learners, etc. It is one thing to be a "technician" of teaching writing, and another to ask the big questions. It seems that the ITEP students are not yet aware of the difference. It is probably too early for them to adopt the "inquiry as stance"

orientation. They do, though, seem to see themselves with a great deal of authority (certainly enough to critique their courses at CSUN, their master teachers, Open Court), and seem to imagine themselves as fully assuming responsibility for their future pupils. They also seem to expect to learn from practicing teaching—some emphasize the notion of growth through practices and that teaching is a process. There is something very novice about how they express what they know and their expectations of their roles; nevertheless the construction of themselves as professional teachers and their vision of teaching as a professional career at such early stages in their professional trajectories are worth noting. This could be a particular attribute of the ITEP pathway, though we do not have comparative data to draw such a conclusion.

### III The ITEP Pathway

The cohorting of ITEP students came up several times in the course of these interviews, and was remarked on both by interviewers and interviewees. It also might have played a part in the rapid decline in the number of interviewees once one or two of the student teachers dropped out of the interview component of the study. In Year 1 of this study, we demonstrated clearly that ITEP students outperform their peers in writing, though we do not know what impact, if any, ITEP cohorting had on this performance. In the interviews, cohorting was viewed ambivalently: some of the interviewees found the “cliqueiness” suffocating, some were irritated by colleagues with whom they had spent too much time, while others appeared to have benefitted from an ongoing support relationship from their cohort.

What is clear is that the ITEP students are unique. It appears that our students are already beginning to distinguish their professional identities from their social identities. Pennington (2002) makes the distinction between professional and social identity for language teachers, but this distinction also works well for all future teachers who are developing pedagogical mastery of any specific content area. In the case of professional identity conception, teacher knowledge includes a universal component which must be (a) situated in and adapted to a specific teaching context and (b) given a personal interpretation as part of an individual scheme for thinking and acting (Pennington, 1999). Social identity is that part of a person’s self-concept which incorporates (a) awareness of being a member of a certain social group or certain social groups, (b) the values associated with that membership, and (c) the affect, or strength of feelings, associated with that membership (Tajfel, 1978, 1981). Given that social identity involves critically reflecting upon one’s position as a member of a particular “community of practice,” our interviewees’ reflective stance regarding the ITEP cohort could be seen as evidence of their developing social identity as a possible result of their cohorting in the ITEP program. As members of an ITEP cohort they are often mutually constructing a social identity of ITEP candidates. This ITEP stance relates heavily to the student teachers’ past experiences and interactions with writing, including the progression in which courses are taken and the fact that ITEP students take these courses together in cohorts. The continued observation of our interviewees in their own classrooms will be an important follow-up tool to address the influence that the cohort has on the development of this social identity and its later evolution into professional identity. Individual difference must be factored in, as well as an understanding of the ways in which the development of professional identity is constantly being renegotiated.

#### IV Reflection

In general, these teacher candidates are very reflective about their own experience. A few even talk about the fact that they have come to value the act of reflecting. Teacher educators, evaluators, and researchers agree that having the capacity to reflect on theory and practice, and valuing the power of reflection are important qualities for new teachers, and the ability to reevaluate and revise pedagogy based on this reflection on an ongoing basis characterizes successful experienced educators. Thus the attention to reflection seems to be an important characteristic of the student teachers we interviewed, even if they don't have all the answers at this point (see V below).

Even in the EED 477B Class Observation, the observer noted students in the class reflecting on their relative skill at pedagogical activities and questioning whether this work was really their “calling” (see Appendix V for field notes of class observation). Although this questioning suggests insecurities and ambivalences about a future as a teacher, the very fact that these students are already reflecting on their pedagogical effectiveness and imagining themselves as education professionals suggests a fairly sophisticated and rapid ability to self-assess and an incipient sense of professional identity at this early stage in their teaching careers.

#### V Connections/Disconnections

##### (a) Overview

To some extent, these interviews with a random sample of CSUN ITEP student teachers confirm the initial hypothesis that precipitated this longitudinal study—the assertion that there is a disconnect between university writing expectations and writing expectations in K-12 schools. University writing expectations are emblemized by composition classes and instruction in writing pedagogy that future teachers undertake at CSUN. By writing expectations in K-12 schools, we mean the writing expectations that teachers have of their pupils, the writing pedagogy of these teachers, and the expectations regarding the teachers' own writing—all as informed by school, district, and State cultures and curricular requirements. Although we see our initial hypothesis confirmed, an important qualification is our finding that there is some consistency across disciplines at CSUN, suggesting that while there might be a disconnect between K-5 and university literacy theory and pedagogy, this divergence does not necessarily also play out between compositionists and Education faculty/courses at CSUN, as was initially posited. More research would need to be done with more Education faculty to make these findings more robust; the interviewees in this study were all in the same CSUN methods class, so their literacy understandings might be as much as product of the individual faculty member's particular beliefs and practices as of the dispositions of the department or discipline in general. (There does appear to be some evidence that students are caught between the crossfire of the divergent theoretical underpinnings of their professors in the department of Elementary Education. For example, some of the students prefer power writing, a more phonics based approach, to the more whole language based approach of journaling, conferencing, and writing process, preferences that might reflect the particular theoretical and pedagogical allegiances of

their CSUN professors.) However, the fact that these interviews already disprove the hypothesis of a disciplinary divide at CSUN is significant.

(b) Connections

The good news is that all the interviewees seem to understand current theories of writing and writing instruction, and know what scholarship and scholars in the field believe they need to do to teach writing effectively in K-5, even if they don't necessarily agree fully with these theories or know how they might implement them. This includes attention to the writing process, holistic responses to pupil writing, and differentiated instruction. This understanding is indicated by the students in the surveys completed at the beginning of the semester (see Appendix IV, Question 4) and confirmed in their articulation of these principles later on during the interviews. These priorities match well with the writing philosophies and pedagogies that we saw enacted in English 305 in Year 2 of this study. This congruency is complemented by a commitment across CSUN colleges to writing instruction. As indicated by instructors' self-reporting of their pedagogy in 38 courses taken by the ITEP cohort (see Appendix III), direct writing instruction takes place in at least 17 courses, in addition to English 305 (as shown in Year 2 of this study) and EED 477B (see Appendix V). Students get feedback on their writing in at least 19 of these courses, and receive writing assignments with specific directions and prompts in at least 16 of these courses. These numbers may be higher, since not all instructors of the courses taken by ITEP students responded to the survey.

One interviewee's conflictedness nevertheless illustrated her solid grasp of subject matter knowledge: by asserting that it was good to correct pupils' writing, as her mother had corrected her, but "not crazy corrections" (i.e., a great deal of editing), she suggested that she knew that current scholarship in the field disparaged "crazy corrections," and that she recognized that the childhood practice that had been successful for her may also not be looked upon favorably by scholars (Interview Code 3). We should also note that some of the contradictions that did emerge during the interviews in terms of the student teachers' own ideas about effective writing and writing instruction could be read as valid critiques of the current hegemony of process theory (see Dean, 2006; Kent, 1999), rather than as failings of understanding or knowledge on their parts. For instance, one interviewee confessed that even today, she doesn't revise. Usually when she sits down to write, she knows exactly what she's going to write about and how she's going to structure the writing (Interview Code 11).

In the surveys completed at the beginning of this study (see Appendix IV, Questions 3 and 4) respondents indicated that they understood the need to develop pedagogies specifically for English Language Learners, and later in the interviews the interviewees seemed particularly concerned about meeting the needs of English Language Learners, a topic that is receiving increased attention in composition theory and teacher preparation literature, and that was attended to in the EED 477B class that was observed as part of this study. However, the issue of ELLs is probably not yet receiving the same attention in the composition and other courses taught by CSUN subject matter faculty who are usually not trained in ELL issues.

(c) Disconnections

In contrast to the general congruence across disciplines at CSUN in terms of writing and writing instruction, there seemed to be a university/K-5 divide. Many of the student teachers (and one of the interviewers) commented in one way or another on the difficulties of implementing what they have learnt at CSUN in their own teaching. In some cases they saw little or what they thought of as poor writing instruction coming from the Master Teachers with whom they were student teaching; in other cases the demands of Open Court or the Master Teacher's philosophy of teaching writing seemed at odds with what they had learnt; and in some cases the student teachers just saw a disconnect between their ITEP program and the realities of classroom teaching. Overall, we saw evidence of a disjunction between the writing that students are seeing in their student teacher placements and the pedagogy they are learning in their preparation courses, or at least the perception of such a disjunction on the part of our interviewees. For example, one student stated that she was not using her CSUN writing materials. The professors at CSUN were not in touch with the realities of the classroom. She felt that professors were not communicating with the students effectively or with LAUSD. She commented on creating units and that there are different approaches to discovering writing between what CSUN teachers are teaching and what students are doing. (Interview Code 23)

This disconnect raises the question, how much should teacher preparation programs emphasize mandated curricula in methods courses? In order to address the low achievement of ELLs and students of color, LAUSD has implemented several strategies including the use of a mandated curriculum, Open Court. However, Open Court's rapid pacing and minimal opportunities to scaffold knowledge has been found to be ineffective (Peck and Serrano, 2002; Lee, 2007). Although Open Court uses the writing process approach, the fast pace and rigor of the program often leaves students struggling with basic skills as teachers have already moved on to new ideas. A second question is this: how do teacher preparation programs bridge the disconnect between the "reality" of school settings and the research based/theoretical applications taught in methods courses? The comments of another interviewee demonstrates this disconnect: the only strategy from CSUN that she felt she had employed in her student teaching concerned the use of phonics as phonics relates to writing. This was picked up from her 477A class. She felt that Open Court did not allow for her to use the methodologies or strategies that she had learned simply because Open Court did not allow for it. The Master Teacher was a proponent of Open Court and adhered to the guidelines set forth by that teaching program. (Interview Code 20)

Another disconnect lies in the relationship between future pedagogy and previous experience, which is not always cogently thought out. The disjunction between CSUN preparation and eventual teaching practice is thus also evidenced in the varied and often conflicting influences that shaped these student teachers as writers and future writing teachers, and in the apparent difficulty the interviewees have in synthesizing these multiple sources of their formations as writers and teachers. Hence while all were able to demonstrate that they understood the literature on best theories and practices in the field, their articulations of their own writing philosophies were often vague or impressionistic or focused on teacher/pupil dispositions rather than on writing pedagogy. And their ideas for implementing their writing philosophy frequently fell back on their own experience as writers rather than on their CSUN preparation as teachers, and often seemed random rather than coherently theorized. For instance, students who learned to

write by using journals and the more “creative approach” seem to be the ones who prefer this approach in their own pedagogy versus those who learned using phonics. In addition, while the interviewees as a whole appear to recognize that research and practice in the field of writing theory and pedagogy demands that they privilege content over grammar in their own work with pupil writing, not all seemed to be convinced that this was the most effective way to teach writing—their prevarication seems to stem largely from their own pre-college writing experience, where other models of writing instruction (from teachers and even family members) were common or seemed helpful. In Year 4 of this study, when we observe these student teachers as teachers in their own classrooms, we will be able to determine to what extent they “walk the walk” that they now know how to talk the talk.

This disconnect between what these student teachers know and what they plan to do is understandable, given the multiple sources of information about writing and teaching writing that they have had access to over the courses of their lives and student careers, and given their own status as new teachers, and as students who have only recently been exposed to professional literature and scholarly expertise in the field of literacy instruction. It may also be the case that the interviewees were less articulate and cohesive about their writing philosophy and its implementation than they might have been due to the nature of the interviews—subjects were not given the questions beforehand, and had to think on their feet in responding to them orally. It remains to be seen to what degree our subjects will be able to integrate and synthesize their literacy experiences as traced in these interviews in the future, and develop and implement coherent philosophies of writing instruction. It might also be the case that researchers and college instructors need to make a more mindful accounting of the various influences on teachers’ practices of writing and teaching writing if we are to effectively inform their professional identities and pedagogies—it seems that these past experiences have a lasting impact on teachers’ beliefs and practices, and are often as or more influential than the college courses taken by future teachers.

#### (d) Conclusion

In sum, then, we found a continuity across the disciplines (in relation at least to one particular EED 477B class) at CSUN in terms of writing philosophy and writing instruction, a finding that to some extent contradicts the conclusions we came to in Years 1 and 2 of this study about fundamental philosophical and pedagogical differences between Education faculty and compositionists when it comes to writing instruction. However, the longitudinal project’s initial postulation of a gap between university and K-12 writing and writing instruction seems to be confirmed by this year’s study. The crucial disjunctions appear to divide cultures and institutions (i.e., university vs. K-5) rather than divide university disciplines (i.e., composition vs. Education). The fact that we found continuity across the disciplines at CSUN might mean that the difference between university and K-5 writing instruction could be even more jarring for our students when they step across the institutional/cultural divide and begin teaching full-time. In Year 4 of the study, it will be crucial for the research team to follow up on these results in order to determine where these student teachers find their alignments in their first years as professional educators, to what extent the values and skills they acquired in their teacher preparation programs at CSUN are implemented in their own classrooms, and how strong an influence their working environments are in terms of supporting, complementing, or overriding these values and

skills with the particular cultures and personnel of individual schools, and with the larger culture and requirements of the school district and the State. So far we have noted that our students “talk the talk” when it comes to their understanding of composition theory and pedagogy, but in Year 4 we will be able to determine if they “walk the walk.”

## VI Some Preliminary Recommendations

In addition to the range of disconnections noted above, we were struck by how many of the interviewees said that they had few or no expectations about learning to write and learning to teach writing at CSUN, and how little some feel they learned from their composition courses at CSUN. In the latter case, it’s not clear whether the courses themselves were ineffective or may have failed to articulate goals or demonstrate to students what they were learning, or whether the student teachers have misunderstood or misperceived the goals and effects of these courses. These responses could also be a positive sign—an indication that students don’t make a great distinction between learning about writing in their composition courses as opposed to their other courses because writing instruction is integrated across the curriculum (see Appendix III). It’s also possible that these responses reflect the unique nature of composition studies itself—a discipline without “content” and that teaches skills that are neither quickly mastered nor easily measureable. Similarly, the student teachers’ perceptions of the disconnections between their CSUN courses and their experiences as student teachers discussed in IV above may be a case of failing to recognize different manifestations of a particular philosophy as much as they may reflect a genuine disjunction between university and K-5 composition pedagogy and philosophy.

CSUN may be able to address these possible misperceptions, disconnections, and lack of expectations through several routes. First, we might include in the cohorted courses taken by ITEP students more reflection on what students have learnt and how this learning might manifest itself in the K-5 classroom, and a more formal looking ahead to future courses in these cohorted classes. Second, following the model of the Gateway course taken by non-ITEP Liberal Studies teacher preparation students, we might design a gateway or capstone course for ITEP students that specifically prepares ITEP students for their CSUN coursework by generating expectations and synthesizing experiences in different subject areas and that makes connections between coursework and students’ likely experiences as student teachers and teachers in K-5 classrooms.

Besides attending to some of the disconnections discussed in IV above, these interventions might also address the comments made by both the EED 477B instructor and the class observer about the amount of material covered in EED 477B. They might enable students to enter the class anticipating the “bigger picture” for which the material provides the resources, or provide students with the opportunity to digest, synthesize, and reflect on this material holistically at a spatial or temporal remove from the class.

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## Appendix I: Interview Questions

CSUN TNE Literacy Research Project  
Interviews with I.T.E.P. Student Teachers, Fall 2008

*Thank you for participating in our study on writing and teaching writing. We all really appreciate your time, and we are very interested in learning about your experiences and points of view. The questions that we are going to ask have to do with your experiences learning to write and learning about teaching writing. We will also ask you about your experiences with writing during your student teaching, and how you expect to teach writing when you become a full time teacher. This study is anonymous and has no bearing on your academic status or relationships. We will not use your name when we report the results. If any question makes you uncomfortable, you are free not to answer it.*

### I. Early Experiences Learning to Write

1. How did you learn to write when you were a child? (**Early Writing Experiences**)  
Probe: -What approach was taken to teach writing in elementary school vs. junior/high school?  
-Do you have any particularly strong memories about learning to write early in life in settings outside of schools?  
-If so, what were those experiences and how did they influence you?
2. Considering your early experiences learning to write, would you consider replicating any with your future students? Why or why not? (**Replication**)

### II. Writing and Learning to Teach Writing at CSUN

3. How do you think your writing has been influenced by your coursework at CSUN? (**Changes by CSUN**)  
Probe: -Do you feel you are a competent writer? Why or why not?  
-In what areas do you especially feel that you grew (or did not grow)?  
-Which specific course(s) influenced your writing?
4. What is the most important lesson you learned about writing in your coursework at CSUN? (**Writing at CSUN**)  
Probe: -How was this lesson taught to you?  
-In which course(s) did you learn this lesson?  
-Why do you consider this lesson to be important?
5. What was the most important lesson you learned about teaching writing in your classes at CSUN? (**Writing Pedagogy at CSUN**)  
Probe: -How was this lesson taught to you?  
-Why do you consider it to be important?

6. How did the Master Teacher incorporate writing into their approach during your student teaching placement? (**Observing Writing Lessons**)  
Probe: -How often did writing occur?  
-What aspect of writing tended to be addressed?  
-What topics did students write about?
7. Do you find this to be an effective approach for the students? Why? Why not? (**Assessing Observations of Writing Lessons**)
8. Are you able to apply the writing strategies that you've learned in your CSUN courses into your student teaching lessons? (**Applying Student Teaching Lessons**)  
Probe: -**If so**, in what courses did you learn these writing strategies and what are some ways that you have applied these lessons?  
-**If not**, what have been some of your challenges with connecting what you've learned in your courses with what you have applied in your student teaching experience?
9. What was the most important lesson you learned about teaching writing from your student teaching experience? Why do you consider it to be important? (**Most Important Student Teaching Lesson**)
10. How do you think your ability to teach writing to elementary school pupils has been affected or influenced by your experiences at CSUN? (**Changes to Teaching Writing**)
11. Was there something about learning to write (*for yourself*) that you expected to learn at CSUN, but you did not? If so, please explain. (**Unmet Writing Expectations at CSUN**)
12. Was there something about teaching writing that you expected to learn at CSUN, but you did not? If so, please explain. (**Unmet Pedagogical Expectations at CSUN**)
13. We've asked you how CSUN has affected you as a writer and a future teacher of writing. Were there any experiences outside of CSUN that strongly influenced you as a writer and a teacher of writing? (**Outside Influences**)
  - a. **As a writer:**
  - b. **As a teacher of writing:**

### III. Future Teaching/Writing Expectations

14. What do you consider to be your philosophy of teaching writing for the elementary level? (**Writing Philosophy**)
15. How do you plan to implement your philosophy of teaching writing? (**Writing Philosophy Implementation**)

16. What will help you to implement your philosophy of teaching writing? (**Aids to Implementation**)  
Probe: -Aspects of the curriculum? Characteristics of students? Parents involvement? Classroom environment? Past experience? Etc.
17. What barriers, if any, do you anticipate encountering when you implement your philosophy of teaching writing? (**Barriers to Implementation**)
18. How do you expect your ability to teach writing to develop in the future? (**Future Teaching Developments**)
19. How do you expect your own writing to develop in the future? (**Future Writing Developments**)
20. Is there anything that you would like to add about your experiences learning to write, your training at CSUN, or your expectations as a future teacher of writing? (**Other**)

*Thanks! It has been wonderful to talk with you!!*

## Appendix II: Collated Interview Responses

### Context

#### Code 1

#1 is currently a student in my class 477B. I did feel somewhat awkward in the beginning because of the teacher-student power relationship. I wanted to make sure my presence did not influence #1's responses to the questions. I also taught #1 several years ago and recall that the student struggled with academic writing more so than most students. Prior to the interview we chit-chatted (is that a word?). I learned that the student is very interested in leaving L.A. to teach in a small town somewhere—anywhere—up north in CA. #1 has family in northern CA, Oregon and Washington, and for that reason is imagining a professional life outside of L. A. Imagines getting a job and a house and living a simple life. #1 enjoys hiking and looks forward to living closer to nature. I also got an earful about the experience of studying in a cohort. #1 said that there are positive and negatives to program, but more negatives than positives. #1 sees peers as being very loud, cliquish...#1 prefers to keep at a distance from peers whenever possible...feels almost “embarrassed” by some of the unprofessional behavior.

#### Code 2

#### Code 3

Three interviewers were present (with the interviewee's consent). Interviewee knew the person who was being interviewed before her and commented on how “talkative” she was.

#### Code 4

We had had trouble connecting and she had missed two previous meetings but was able to come to this one. It was the last day of her student teaching and the day before Thanksgiving and we were both tired. The interview started off well, but by the end, we had long pauses where she was trying to think and then just not coming up with anything. Stayed on topic pretty well up until then, however.

#### Code 10

I had some trouble getting her to answer specific parts of questions. The answer she would give would be interesting, but not exactly on topic and then when I would try to press back around to the actual topic, she would repeat the off topic answer. (I noted this below where it actually happens).

#### Code 11

Her attitude about writing is interesting. She feels she is competent, but it is also clear that she struggles with it, or at least some aspects of it.

#### Code 16

The interview took place in my office after the last night of class. The student had two of her friends waiting outside to take her home. Therefore, the interview was somewhat rushed. This student has always been interesting to me because she shared her writing in class. The piece she

shared was regarding her favorite teacher as a child and what made this teacher special to her. However, every time she reads her piece she starts to cry. I wonder what life was like for her during that period in time.

Code 17

Code 18

Code 20

### Question 1: Early Writing Experiences

#### Code 1:

My mother tried to play the phonics game. I wasn't a big reader. My Dad told me to go outside. I didn't read. I don't think that I read an entire book until I was in High School. I really didn't read prior to this. I was a skimmer, for example, I would fill-in the blanks Wizard for window. In High School, I didn't really understand what it meant to write. I wrote what the teacher needed to know. Mainly, I remember learning how to just put my thoughts on paper. I was always big at Math. I was always above average.

#### Code 2

She recalls learning to write with "A to Z, All About Me", which was a picture book, and creative writing. She also recalled book reports and the title "The House on Mango St.". In 11<sup>th</sup> grade she took AP English and she wrote essays and conducted literature analysis. Here she got her worst grade in writing, a 'D'. The teacher critiqued her and explained the elements of literature to her. She received a '5' on her AP test which she credits to this teacher. This allowed her to bypass her Freshman comp course at CSUN.

#### Code 3

First she said she didn't really have particularly strong memories of early writing experiences. But then talked about writing alphabetic letters, and particularly writing her name and being corrected by her mother. She did a lot of writing in elementary school, but only did "real writing" (book reports) in the 4<sup>th</sup> and 5<sup>th</sup> grades. She wrote a story in the 4<sup>th</sup> grade that she still remembers—a narrative of an experience climbing in Mt. Lemon, Arizona.

#### Code 4

First remembers learning to write in fifth grade. They wrote in journals everyday to the teacher, and she would write back. They wrote about anything they liked, just everyday life. The teacher would respond and give comments and advice but she never brought any of it up outside of the journals, so the student felt safe. In addition to comments and advice, she also corrected and edited the writing. When asked if that was off-putting, the student said it was fine and added "I could understand why someone who had problems writing might not like that but I was fine and it actually helped me." She remembers learning writing as a process in elementary school, but not which grade. Says it was not a focus. Can't remember anything about writing outside of school. She did keep a couple of diaries on her own, but not consistently and not long term.

#### Code 10

Says that she did not have the typical school experience. She went to a private Christian school (locally). Notes that it focused a lot on rote learning and testing. Did not do a research paper until 6<sup>th</sup> grade and then the teacher assumed that they knew how to do it (and she notes that he should have known that they had not addressed this before because it was a small school). Never discussed brainstorming, drafting etc. Focused instead on making note cards for research and sequencing them to create paper. It was not until college that she learned brainstorming/drafting methods.

#### Code 11

"I don't remember learning to write in elementary school. It was probably junior high when I started to learn things like structure, outlines. Before junior high, it was much more vague:

write a story about this or that. In junior high we learned about things like topic sentences, but it was all very basic. We didn't learn with all of these fancy things like thinking maps. It was effective for me; I love to make lists and love structure. But never really use them when I write. I have my own format in my head." Having to show work and include the paper outline in high school made her nuts. Even today, she doesn't revise. Says that usually when she sits down, she knows exactly what she's going to write about and how she's going to structure it. She also feels that she is a very concise writer: if told, write a 15 page paper, thinks "I don't need 15 pages, I can do that in five." "I hate creative writing." In regard to the creative writing journal—says "almost died. I can't do it! I think I push things to the back of my head and don't want to think about them. I have to think of—don't like it." Note from interviewer: seems a bit fuzzy on the concept of creative writing. When I pressed a little on what exactly is supposed to be in the journal, it seems more like a daily journal of things that one thinks about rather than creative writing (as in, make up a fictional story). But it's pretty clear that she hates both types of writing.

#### Code 16

I remember when I was in preschool I used to pretend to write. In the second grade, I remember journaling everyday. I would write everything from ten pages to a paragraph response. I was always excited and curious. I read a lot of books and would write my own stories. For example, I wrote about when I was a flower girl and a wedding. I would write about my best friend. My teacher used to read the journals and write a response to everything. I really liked that. It would make me excited to see what she was going to say. I still have all of my journals. It's funny to look back and see how what I wrote about then.

#### Code 17

She did not remember how she learned to write. She just remembered words, sentences, paragraphs and this was how she vaguely recalled learning to write. She recalled her parents helping her extensively with her writing homework because her father was a teacher and very involved with her studies. She remembers high school more than her elementary experiences. She kept a diary during elementary because she remembered seeing people on TV keep diaries. She also began to keep a Journal in the 5<sup>th</sup> grade as part of the curriculum for that year. In high school she learned more about the writing process. In 9<sup>th</sup> grade she took an honors English course where she learned more about writing, drafts, and vocabulary. She continued to take honors courses and an AP course. She preferred to engage in creative writing and noted that she was not very proficient at research-based writing. Her favorite genre to read is fantasy and science fiction based works, such as the *Lord of the Rings*.

#### Code 18

Her earliest memories of learning to write involved keeping a diary when she was 8 years old. She kept the diary because she had emotional experiences involving her family. Her interests primarily involved poetry. In third grade she had a teacher who introduced her to creative writing and allowed students to write in any form they chose. Here she recalls learning the writing process of drafting, revising, and editing. The teacher allowed them to use and produce comic strips, fiction, and non-fiction. Her second strongest memory was with her teacher sophomore year of high school in her Honors English class. In this class she was encouraged by her teacher to write more. At the back of the classroom there was a board where students could

staple or tape book excerpts, lyrics, poems, or quotes that they could then write next to. This allowed the students complete freedom in writing and she remarked that this was an extremely influential exercise in her writing development. She also engaged in writing through her church. Namely her prayer books and her devotional books, in conjunction with her diaries, allowed her ample opportunity to read and write. Later when she had greater access to the internet she became an active blogger. She still writes in her devotional books and she is still an active blogger. She remarked that her early experiences were also influenced by her primarily speaking Tagalog and having to learn English through reading and writing. During her senior year in high school she tried journalism but found that she did not enjoy the structure of writing in journalism and the intense focus on grammar and spelling.

Code 20

She remarked that her early experiences were mixed with Home schooling and private school. Her Father corrected much of her grammar. Writing was not stressed in the home but reading was. Her earliest memories involve journaling when she was about 11 or 12. She liked it because it was fun and she could structure it how she liked. She felt that structured writing was not fun at all.

## Question 2: Replication

### Code 1

In 2<sup>nd</sup> grade my teacher always used writing centers. There were a lot of games in the writing centers. She focused on making it fun. Kids don't want to read the same thing over and over. They want to interact with each other, talk.

### Code 2

She would have them do creative projects but there is a strict writing program at her school. She would emphasize that there is a time and a place for different types of writing.

### Code 3

It's good to correct pupils (i.e., as her mother had corrected her), but "not crazy corrections" (i.e., lots of editing). "Like you learn in Linguistics"—read back what the pupil has written, and correct as you read back. She doesn't like the focus on expository rather than creative writing in elementary schools. She's doing creative writing as her concentration in her ITEP program.

### Code 4

Yes, she says she would replicate the journal writing. "It helps let me know where they are in their life. It would be not a way to be nosy, but to know if there's anything I should know about. Help me to see what level they are at, particularly when they are not stressed about their writing (as they would not be in an informal journal). I'm still unsure about whether or not I would correct their mistakes, the spelling and the grammar. If I do that, they might get anxious, and they can't just do free flowing writing. But at the same time, it might be good for them. Or maybe I would correct a few things, pick one thing to focus on."

### Code 10

She does not want to replicate her early experiences. She wants to get them thinking, step into the game and get going. Though her early experiences focused heavily on grammar (and she consequently feels very strong in her abilities to write grammatically), she does not want to focus on this for her students. Grammar only when necessary. Notes that Open Court will cover these issues but is concerned that they will understand how to formulate a sentence without knowing really what it means. Notes that she does not revise, ever. Always turns in a first draft and doesn't even proofread. Therefore, she says, she notes that her papers have "stupid" mistakes (proofreading errors). She notes that she thinks about it a lot before she sits down to write it and that she formulates the paper in her head so that when she does sit down the night before it is due, it is fairly complete in her head. She says that she would like to be able to be more on top of things but somehow needs that deadline to make her actually write. (in other words, she understands the concept of process writing, but doesn't practice it—at least not in a conventional way). Says that she does not want to teach her students like this or even to tell them that she does this.

### Code 11

"They have so much more available now that we didn't have: Maps, technology, power writing." What is power writing? "A technique in which you assign a power to each sentence and paragraph." Discussed a lesson that she did recently with power writing: "I made a big

poster, 1, 2, 3, definitions of what each power would be in relation to each sentence.” She had students read a paragraph, assign each sentence a power, then discuss the paragraph again. Then, as a class, they wrote a paragraph using the power writing techniques. She modeled this a couple of times and then they did it on their own. This was with a third grade class. When asked how this changed their writing, if at all, she noted: “I had to keep in mind that it was the first day trying this and writing has to be constantly reinforced, but they did well for first time.” When asked what she and the master teacher compared the product of this assignment with, said: “We had done a writing assignment for open court, in which they wrote about something fun that they did over the summer and this was painful. Of course, some of them could just sit down and do it, but for the most part, the students had a lot of problems with sequence. Sentence sequence and not staying on topic. (example: I got up, we went to the airport, I packed my bags). We tried giving them a time line so they could plot it out. This helped, but we just had to basically get them through it. The power writing assignment and modeling (which was done after this assignment) helped.”

Code 16

I really liked the journals. I like to have open-ended writing. Students don't have to have a prompt.

Code 17

She thoroughly enjoyed journals as a means to learn writing. She likes the idea of students writing in a journal, the journals being collected by the teacher and responded to by the teacher. She was a TA in a second grade class at Balboa and she remarked how she liked that they were learning poems and couplets at such an early age. She had remarked on this because she felt that children were being exposed to the writing process at very young ages and she agreed that early introductions were critical.

Code 18

She was very clear that the back wall writing project she had in high school would be a method that she would use in her teaching. She felt that it was emotional and very raw and that it made the students connect to their writing.

Code 20

She stated that she would consider using journals as a means to get her students to write. She stated that she was never a strong writer but journals helped make writing fun.

### Question 3: Changes by CSUN

#### Code 1

I am able to write a 15 pg. paper. I learned MLA. I'm getting progressively better over the years. I can get what I want to say on paper. I like writing when I have to make it as precise as possible. I'd rather write a 1 pg. paper that has strong content than write a 5pg. paper about nothing.

#### Code 2

She did not feel that CSUN had influenced her writing. She stated that most of her writing abilities were developed in her High School preparation. She did learn more about editing in her 305 course. However, she felt that she had to do presentations that were not applicable to classroom writing. She wrote one piece that she liked entitled, "Sugar and Spice, and Everything Nice, or Not". She didn't feel that the teach was fully engaged because the teacher was retiring. She also stated that she got a lot out of Dr. Gordon's 477A class with power writing. She learned about power sentences and supporting sentences and how this can be applied to the classroom. She felt that she was not getting much out of her 477B class where the emphasis was placed on conferencing. She felt that they weren't really looking at how to write. She was in strong disagreement with the idea of kids rotating through centers to learn how to write.

#### Code 3

She feels she is a good writer. Her expository writing hasn't changed but her narrative writing has been influenced by creative writing class she has taken at CSUN (she has learned techniques and technical terms). She still feels that she has more to learn, especially in terms of technical terms in creative writing.

#### Code 4

Says that she felt like she was already competent when she arrived at CSUN. Says that in fifth grade and middle school she felt like she was an average writer, but in high school this changed. She wrote a letter to the principal about something she felt very passionate about, a page long, single spaced, and she gave it to him. He never responded to it, but she was shortly after invited to write for the school newspaper. "That's when I realized that I was a good writer. My journalism teachers thought my writing was good." Says that she doesn't think that the early courses here at CSUN helped her grow much as a writer. It was just more practice. She took Freshman Com here, but says "I don't think it really helped me that much. It might have helped other people but not me." As for 305 she notes that she first started taking it as a night course with a bunch of older students and a professor who focused on literature. They sat in a circle and had discussions and she felt really intimidated, so she ended up withdrawing from the course. Took it again with people who were her own age and with a professor who "didn't pick on people that much" and she was more comfortable. Also they were given more freedom as to what they could read—she could pick books she liked off a list. (Checked: I think she's talking about English 275 here, instead of 305, after looking at her course list) She can't think of any way in particular that she was influenced as a writer by her coursework (mainly thinking about her early course work since she does talk about the EED courses more specifically below)

#### Code 10

Freshman composition peer review process was painful but good. Her papers were torn to pieces by peer responders. She was in Freshman Comp with friends (so perhaps this made it easy to

take the constructive criticism?). Peer responders addressed fluency of her writing and told her that she clearly could think critically but had trouble getting it to flow on paper.

Code 11

“For the most part, we have been doing a lot of reflecting, which I don’t like. It has made me think a lot more.” Interviewer pressed: what classes have you done writing in—for example, how about in Freshman Comp? She noted: “For freshman comp, I took Chicano Studies and we didn’t do much. I don’t remember doing much writing at all. We basically just sat there and listened to opinions.” (not clear if it was everyone’s opinion or just the professor’s). Asked, you didn’t have any writing assignments? Answer: “I had to do a book review and I still don’t know how to do it. He didn’t talk about process, and he gave us an example but it was for a book that we hadn’t read so that wasn’t much help.” Says that she doesn’t remember doing any writing in 305. Not much writing instruction in other courses, either.

Code 16

In high school I took AP English so I was very confident here. Freshman year I didn’t have to take the freshman comp writing class. But in the other writing classes I like getting positive feedback.

Code 17

Her program Focus is research, but she again remarked that this was not her strongest area of writing. However, CSUN has provided her an opportunity to improve on her research writing. She remarked that she would have liked to have seen more creative writing in the curriculum since she does not feel her creative writing has improved much since high school. Her favorite course was her Freshman Comp course, Writing 155.

Code 18

Her experiences in ITEP and at CSUN have caused her to be more analytical about her writing. She stated that ITEP stresses reflection in their writing and this has certainly helped her development as a writer. Her experiences have allowed her to focus on placing her values in her writing and she has grown in her ability to use academic language in her writing. She felt that she was most influenced by her experiences in her LRS 100 class during her Freshman year. Here she conducted a case study and was able to connect people and their stories through writing.

Code 20

She stated that the biggest breakthrough she had with writing came from understanding the revision process. Prior to this she felt that whatever she wrote was finalized. By understanding that she could have greater control through revision, she feels that her writing has improved greatly. She stated that a course she took her Freshman year in Chicano studies made writing meaningful for her. She felt that it was inspiring and she learned skills that she was able to apply to her writing.

#### Question 4: Writing at CSUN

##### Code 1

Write for yourself. You're your own best critic. I learned this in English 305 junior year. It was the first time I didn't care what I wrote (or who read it). It meant a lot to me (although I can't remember what I wrote about). I knew that it didn't matter if the teacher was not going to like the paper....as long as it fit the rubric I was okay. Yea, rubrics saved my life!

##### Code 2

She referred to her High School experience.

##### Code 3

Her "freshman composition" instructor told her "the opposite" of what others get told (e.g., don't worry so much about not using contractions or adhering to the five paragraph essay model). She liked this.

##### Code 4

In the EED courses, notes that Professor Collier always stresses that when you are doing the prewrite, just get the thoughts out. Don't worry about the way that it sounds or how it looks on paper, but just get it out on paper. Says that that helped her because sometimes as a writer, she would write one sentence and then go back and correct it and then write another. But she liked this idea of just getting your thoughts down.

##### Code 10

Her 305 course was a breakthrough, she says. Professor finally helped her work out a problem she was having: some of her writing problems came from reading comprehension issues. Professor helped her to read and understand her sources better and thus be better able to use them. Addressed specific techniques, such as underlining, writing notes as you go, highlighting main ideas and then gathering and formulating your own thoughts. She was in a 305+499 course and did an "awesome" job with the grammar component. Several times in these discussions mentioned the importance of friends. I wonder how much it would matter if one takes the writing courses with trusted friends?

##### Code 11

Learned how to structure a paper as far as it goes to meet page limits. "Have learned how to stretch ideas in all of the classes that have expectations for page limits." Doesn't think this was an important lesson, but clearly it seems to be the most persistent lesson that she feels she has learned.

##### Code 16

I think I learned that it's important to revise and reread. In high school I would just print. I've learned to look over my work and to step away and come back later.

##### Code 17

The most important lesson that she felt she learned at CSUN was the writing process. She remarked that she did not remember the class but she learned the writing process by writing a research paper, which was critiqued by the professor. She felt that the professor going over the

paper with her and explaining the writing process was extremely beneficial and she commented on how important the lesson and the professor's interaction with her was.

Code 18

She responded that it was to be able to provide different opportunities to write and to give them options regarding what they can write about in order to engage students in their writing. She remembered learning this in her 477b class because of the writing process that they go through in this class. There was not one specific lesson to associate with this.

Code 20

She reiterated that the revision process was the most important thing that she has learned at CSUN in her Chicano studies course. She thinks this lesson is important because it means that what is written is not permanent and kids have a chance to change their writing so that they can express themselves. She thinks this is a way for kids to be passionate about writing.

### Question 5: Writing Pedagogy at CSUN

#### Code 1

Content accessibility, scaffolding for everyone. When you write a persuasive essay get them to start with a sentence and build from there...by taking little baby steps There's the scaffolding and then there's give them everything and see what they can pick out.....start small. Building on knowledge will set a better foundation for future learning, especially in language arts.

#### Code 2

How to accommodate ELL but she did not have any big breakthroughs.

#### Code 3

She hasn't done much teaching of writing. 477A was a summary of how to teach writing (?). This semester she has learned that learning to write is about revising, not editing, and about letting the students be creative.

#### Code 4

"When you are conferring with students, don't bring up more than one thing at a time. Focus on one thing. After seeing improvement, then move on to something else." Says that she learned this lesson and the one in the question about in 477A and B. Also notes that when she was at an elementary school helping students with their writing, she would be in a situation in which there was a lot to correct. "It felt overwhelming for me and for them." The lesson about focusing really helped because she realized that she can't just mark their paper all over with red. This will make them discouraged. Focus on one thing at a time and that one thing will become engrained. "Growing up it seemed like the writing process always changed a little, like there were different versions, but now I'm used to the one that I learned here and it seems like it makes a lot of sense. I know the difference between revision and editing and that editing comes at the end. When teaching writing, follow the process. I think the process is really important." Confirms upon questioning that this came up in the EED courses, but not Freshman Comp and 305.

#### Code 10

Says that she is learning in current course (477B, right?) about structure and order and how to go about instructing students on the process. Also says that she wants to teach students that writing doesn't have to be boring or about boring things and that it can be fun. She wants to make it exciting for them and make them excited about it, particularly through connecting with their own lives. Says that she has not been able to do that through her college work.

#### Code 11

How to integrate writing into content areas. Feels like she has learned this in all of her classes and says "They talk about it a lot." Gives as an example: Writing and math. Thinks that this is because they now have assessments in which they have to explain answers (math). It is important that students are able to explain answers. Another important lesson: Different specific strategies and methods for things like creative writing. Says, "I don't like creative writing but I learned a lot of methods for teaching and this might have helped me like it more when I was a student. It's not just vague "write a story" instructions anymore."

Code 16

I like starting with positive feedback. The teacher was interesting because she would always tell us what we were doing right. Sometimes it feels like when it's on paper it's permanent but that's not true.

Code 17

The most important lesson she learned regarding the teaching of writing was to not focus on the grammatical errors of a student's paper. She continued to reiterate that content was infinitely more important than spelling or grammar. She felt that this was best conveyed in her experiences in her EED 477b class. She felt that this approach was important because it did not hurt the student's self esteem the same way a criticism of grammar would. By the teacher reviewing a student's journal (which she would have her student's write weekly), the teacher can offer constructive criticism and work on grammar and spelling as a secondary step in the student's writing development.

Code 18

She stated that the most important lesson that she learned was modifying lessons for ELLs. She learned this in her 477b class by learning about conferencing with students to help them improve on their writing. She remarked that students telling a story can be a form of writing. The story is relayed to the teacher who then helps them write it out. Most importantly, strategies have to change to meet a student's needs.

Code 20

She stated that the most important lesson she learned is to convey to the student that they need to know the whole process of writing, not just the grammar and editing. She felt that she learned this best in her writing workshops, conferencing, and helping her kids think and find inspiration. She referred to the Caulkins book and the five favorite memories portion of it. She then assigned these memories to the senses, such as taste, hearing etc, so that they could build their story around their senses.

### Question 6: Observing Writing Lessons

#### Code 1

I see writing everyday in Science, OCR, and History. From 11:45-12:30...that's writing time. Students go through the process. They usually write three drafts of things. They usually write 1-2 five paragraph essays weekly. They read a book every 2 weeks, so every two weeks they turn in book reviews. Writing is tied into all subjects. Math is in the morning, and there's not much writing. Writing in Math is only word problems. It's minimal. In science and for every story they read they make flow charts.

#### Code 2

The master teacher she was with generally taught writing in the afternoons. She would look for lesson plans from [www.lessonplanet.com](http://www.lessonplanet.com) since she felt that her instruction at CSUN had not adequately prepared her for her teaching career.

#### Code 3

She hasn't seen much writing. She has taught one writing class as part of her student teaching assignment because the university supervisor wanted to see a writing class. Not much writing happens in the class where she is student teaching "except comprehension questions." Writing does happen as part of other lessons, but isn't explicitly taught. The master teacher "forgets writing" (or maybe she does it after the student teacher leaves).

#### Code 4

"I saw him teach writing. He modeled a lot: showed them the paragraph, topic sentence. First the topic sentence, then blank blank blank. He almost always did that." This is in third grade classroom. Noted upon questioning that the kids would work independently, pretty much all the time, not in groups much.

#### Code 10

The Master teacher incorporates writing but does so mainly when she has not been there to see it. The MT did show her pieces of their writing so she can have a sense of where they are. Student did work with a pupil on elaborating in his writing, but only one student once.

#### Code 11

"We did open court, benchmark, power writing. A particular assignment: Creative writing for Halloween: The students drew a particular character, setting, and event from three envelopes and they then had to put those three specifics together to write a story. After they wrote the story, they read them aloud in the dark with a flashlight." This is one of the methods that she mentions above. Likes the way that they are encouraged to share in fun ways.

#### Code 16

Not a lot of evidence of writing. Most of it is from OCR. I saw her model one lesson about wearing a helmet. Another time she had the students to write a persuasive essay to convince her to play their favorite music in class. I did not like her topics. Now they are working on an expository essay. There is not much creativity. The students write about three times a week. But there is no specific time set aside for writing. I taught one writing lesson on myths and constellations. I had the students to look at several myths and to create a character. They came out really well.

#### Code 17

Her Master Teacher made an effort to make writing fun. Since the class was a kindergarten class, the Master Teacher had the students draw pictures to tell their stories and gave the children options as to what to write about. The Master Teacher engaged with the students by helping them draw the pictures and revise the pictures just as they would their writing. The master Teacher stressed the revision part of the writing process. With their pictures they would add more details as they told their story and thought about their story. Subjects included the wind, which gave way to drawing bubbles, and friendship. Often times they would draw the picture and then fill in a blank to complete a sentence relative to the picture. The master Teacher made sure that the kindergarten class wrote a lot. The class wrote every day at least once a day.

Code 18

She commented that the master teacher “scaffolded” everything. She used dotted lines, sentences with a blank for word choice, and connected writing to Open Court materials. As an example she talked about “Boomer Goes to School” and they wrote about shadows, as this was part of the Open Court curriculum. There were no poetry or storybooks outside of the stated curriculum so she felt the students did not engage in the writing as much as they could have. Other seasonal themes, besides shadows, included bats and costumes for Halloween, Turkeys, and Santa Clause.

Code 20

She did not see a lot of writing in the classroom because writing was taught in the afternoon, after she had left. She recalls the teacher using shells in a writing exercise. The point was to get the children to write about an object and in so doing, connect to their writing. The master teacher made them write everyday and there was a chart in the room with the writing process on it. Below it were magnets with student names to indicate where a particular student was with their writing process.

### Question 7: Assessing Observations of Writing Lessons

#### Code 1

(#1 mentions that the class is “great”—implies that they are high performing students). The students love to write. Sometimes they will produce 5 pgs. They’re smarter than me sometimes! They even corrected me twice. I loved it (implying that the students are really on the ball. #1 jokes about being too dependent on spell check) They would love writing no matter what they did. But in every class you have one or two you have to try to get to grade level. There are two kids in this class who struggle to write paragraphs and with structuring writing.

#### Code 2

She had learned a lot about stop light writing and using the writing book that the Master Teacher had. She really understood the integration of writing and the point that writing is used everyday in everything.

#### Code 3

After conferencing with a pupil on their writing, she noticed that the pupil didn’t change anything (pupil had kept the writing in cursive). She feels that the master teacher needs to emphasize taking time on writing.

#### Code 4

“Yes, I think it was a good idea. The student who don’t need that, they won’t use his format or topic sentence. They will make a topic sentence that is more interesting to them. But the students who do need it, they copy it from the board and then they can put their own ideas into it.” Says she will probably try out with own students

#### Code 10

N/A

#### Code 11

“Giving them the specifics gave them a focus: they had a particular character, setting and even that they could write about. They could do their own thing but they also had help. Again, it was not just ‘sit down and write a story.’”

#### Code 16

#### Code 17

She learned how to explain the writing process to kindergarten children. The most effective means she learned to engage students in the writing process was having the students write a letter to a classmate in another class. The letter could consist of pictures or sentences and they would put the letter in an envelope, address it to another child, and deliver the letter. The exchange of letters was extremely fun for the children and they looked forward to writing to their classmates across the hall. She found this to be an extremely effective means and she plans to incorporate this approach in her own teaching methodologies.

#### Code 18

She saw how different strategies and approaches could be applied to the classroom. She felt that there was a disconnect from her experiences in ITEP and the classroom because of the Open Court structure. Here coursework was very open ended and creative, whereas her experiences with Open Court were closed and structured.

Code 20

She didn't really learn anything from the writing process although she liked the object idea for the children to connect with. In one exercise she recalled coloring pictures of monsters and then had the children write about their monster. She felt like this was another way to get children to connect to their writing. She reiterated the importance of getting the kids to connect to their writing.

## Question 8: Applying Student Teaching Lessons

### Code 1

I want to say yes, but I can't pinpoint them all. It's a lot of work. For OCR, I would use Bloom's Taxonomy cards to help with questioning (explains the flip cards and their different levels—suggests that keeping it open to a particular level is helpful to posing high level questions while teaching...#1 say s/he keeps it open to level 3...#1 and SC discuss whether level 3 is Evaluation or Application. #1 also expresses opposition to the scripts of Open Court...#1 says s/he doesn't look at the script when planning. ) It's really important to be able to communicate what you mean and ask the right questions at the right time. I taught subject and predicates and they caught on quick. Use a lot of visuals, they can remember more overtime.

### Code 2

She said that she was not using her CSUN writing materials. The professors at CSUN were not in touch with the realities of the classroom. She felt that professors were not communicating with the students effectively or with LAUSD. She commented on creating units and that there are different approaches to discovering writing between what CSUN teachers are teaching and what students are doing.

### Code 3

She has learnt a lot but hasn't had the opportunity to teach what she has learnt. This (i.e., what one gets to teach as a student teacher) depends on the master teacher. She feels she is capable of implementing these writing lessons but has not had the opportunity to do so. Today the pupils wrote a letter about Thanksgiving, but "that wasn't teaching writing."

### Code 4

"I did one writing lesson that was observed, by my University Supervisor, but we didn't go through the writing process. We were writing a letter. I had a poster board, I did a model for them. I used what I learned from him [the master teacher] and from my classes, because they always said use visuals and poster boards. But we didn't go through the writing process. It [the letter] had to be approved because it was going to mayor. I stressed it has to be really neat.

### Code 10

In relation to the student that she was able to help, she asked her to be more descriptive. The piece of writing was about Hispanic food and she wanted to have more description, so she asked her what flan was like. He described it as wiggly and sweet. She said that's great and it makes me hungry! Describe your other food in a way that makes me want to eat it. The student got excited about it and actually stayed in during recess to write. This was from a lesson from 477B that she had had just the day before.

### Code 11

We've been doing a lot of mini lessons about using dialogue for example, how to put that into stories. Particularly learning strategies in 477a and b. Also learning different elements that would help you write: main ideas, summaries, cause and effect. No problems in implementations. Lessons are structured so she finds them easy to do (since she likes structure). Says that she knows all the kids well and they know her and know that she doesn't mess around. When pressed regarding how students can disrupt the best

structures, she says “I give them a lot of time to ask questions” so that there is built in time for disruption into structure. She also keeps them moving.

Code 16

My teacher doesn't do the writing process. No conferencing. This is very different from what we are learning.

Code 17

The only strategy that she felt she had employed from CSUN concerned the use of phonics as phonics relates to writing. This was picked up from her 477A class. She felt that Open Court did not allow for her to use the methodologies or strategies that she had learned simply because Open Court did not allow for it. The Master Teacher was a proponent of Open Court and adhered to the guidelines set forth by that teaching program.

Code 18

She stated, “Unfortunately no”. She only got to use different strategies when she was working with students one on one. She would have them describe a scene and then draw a scene. It was a moment where she and the student could be creative. The master Teacher was very strict with the classroom and there was no opportunity to teach writing the way that she wanted to. As an example she discussed her kindergarten class learning rhyming words. She felt that it was a missed opportunity to explore poetry.

Code 20

She was not able to apply any strategies because she wasn't present during writing exercises. She stated that if she had been, she would have liked to make the children write poems by exploring their senses related to an object.

Question 9: Most Important Student Teaching Lesson

Code 1

Take your time. Take a deep breath. It's only one lesson. You are only the teacher. They are only the students. Tell them to get what they want to say out and encourage a lot of questions. Encourage students to stay within the lines. Neatness and organization.

Code 2

For her it was a correlation of cause and effect in writing. She cited an example of blueberries and turkeys whereby turkeys ate the blueberries and there were no more blueberries. She again mentioned the stop light writing and that her Master Teacher was a big believer in transitions and somewhat neglected the content. She commented that second graders don't really know what transitions are.

Code 3

Already answered.

Code 4

"I feel like the modeling was the most important thing. With the letter, there was one boy who makes a lot of spelling errors and he's writes really messy and his writing is just a mess, and his first draft was a mess. He didn't follow the format or the directions, so I told him that he needs to do it over and I had a conference with him and then he wrote it with me there. I didn't really have to say anything. Just being there with him with the poster board made a big difference. He had good ideas and I was there to answer questions. I saw a big improvement with him in particular."

Code 10

In that one experience, she says that she realized that she should not focus on minor things such as punctuation errors and that she needed to focus on content first and work the other things out later.

Code 11

"That writing is a process, and not everyone is like me. I have to work with students on different things that they are having trouble with and understand that they have to work things though. I need to be more patient with them. As soon as I saw the first paragraphs at the beginning of the year, I thought 'oh no!'" She had a sense of where they should be and they weren't there. Specifically in relation to the timelines mentioned above: For students who were having sequencing problems, she talked with the students individually and had them speak the story to her. She wrote it down and then showed them how it differed from what they had written. They could see, for the most part, the difference. Then they would take the paper and go from there to revise. She also talked with them about transitions, and found that they particularly had trouble with "last" and "finally."

Code 16

The Master Teacher doesn't have the same views about writing as I do.

Code 17

The most important thing she learned regarding teaching writing in her student teaching was to always give the students the opportunity to be creative with their writing and provide the students with plenty of options and a variety of subjects.

Code 18

The most important thing she observed and learned was that the writing must connect with the content. However, it doesn't need to stop there. She felt that Open Court was good and bad because of this. She felt the connection was most important because it got the students to engage their writing and it made it fun for them.

Code 20

She again commented on connecting the writing to what the students are writing about.

Question 10: Changes to Teaching Writing

Code 1

Here they tell us to do a lot of amazing things but in actuality you are doing Open Court...in schools you don't get to veer off the path. When I have my own class, I can apply them. In the future it will help. My Master Teacher gave me lots of feedback....she was wonderful.....no complaints there...she was amazing...I hear horror stories from other I.T.E.P. students.....but maybe I have different expectations....I tend to go with the flow.

Code 2

It has only affected how she deals with ELLs.

Code 3

Conferencing, freewriting, different types of writing, what you can do in a writing classroom. These are things she has learnt about at CSUN. She has been in other classrooms where she has seen writing and writing instruction, though she hasn't really seen this in the classroom where she is student teaching.

Code 4

"Before, I didn't really think I could teach writing at all because it felt like a personal thing—I hadn't really thought about it enough. I thought of writing as ideas and not as format and structure. I knew the structure, (intro, body, conclusion). But I thought of it as ideas. That's the most important part—that's how I felt before coming. But now I feel more able because I know the process very well and I know that it is really personal thing, so you can't just go in and butcher someone's writing, but I know what to focus on and I have strategies now, like with the conferring—focus on one thing, model it until it seems like everyone is doing it automatically."

Code 10

She wants to point out the positives, make suggestions, make the students excited to write. She says that she hopes her ability to do so has increased.

Code 11

I know how to teach creative writing now. I just hate it so much but I feel like that helps. I hate math but I'm really good at teaching it. I know what they are going to struggle with because I have struggled with it myself. Plus, I have more methods for teaching creative writing. Different ways to focus. Picturing a character, doing a quick write or brain storming ideas.

Code 16

Code 17

She had difficulty answering this question since he felt that Open Court had not allowed her to apply what she had learned at CSUN.

Code 18

She stated that she has had nothing but positive experiences while at CSUN. She feels that she can compare what she wants to do and what she knows she does not want to do with her own teaching.

Code 20

She feel much more confident with her writing. She is not as intimidated by the writing process and she feels that she is better equipped with more strategies. She feels that the Caulkins book is a great resource and another book entitled "The Art of Teaching Writing".

Question 11: Unmet Writing Expectations at CSUN

Code 1

How to read faster. But it never came. Epic poems like Beowulf. I was always curious about that. I wish we drilled the revision process more. More of a push on revision. I love the classes where you get to turn something in but resubmit it for revisions.

Code 2

She had expected to grow more. She said that learning to write research papers in 471 helped her.

Code 3

No. She already knew a lot about writing. Wasn't expecting to learn anything new.

Code 4

Didn't have much to say here. I prompted with a question about research papers and she said "I actually didn't really write that many big research papers. I think I expected to do more scholarly reports that include history of the topic." She wasn't quite sure how to describe what it was she had expected and didn't do. Research paper wasn't quite right, nor was report.

Code 10

Says that she did not have expectations about writing when she started.

Code 11

Did not expect to learn things, feels like a competent writer already when she started—says, I would not have gotten this far if I weren't. Also, expectations were submerged under being just overwhelmed with CSUN. "I didn't know what a composition course was." (let alone have an expectation for it.)

Code 16

Writing with younger kids, how do we incorporate the writing process with the really little ones?

Code 17

Entering into the ITEP program she expected to become a better writer in her preferred genre of creative writing. However, her Focus became research writing, which she did not expect, and she felt that she has become a better research writer while her creative writing has not really grown.

Code 18

She responded no. She did not have any previous expectations.

Code 20

She said that she didn't really have any expectations. She hopes that she can improve on her ability to write letters and professional letters.

Question 12: Unmet Pedagogical Expectations at CSUN

Code 1

(#1's answer to Q12 related more to Q11)

Code 2

She had expected to learn more strategies for the classroom and felt that she had not.

Code 3

No, she didn't have any expectations "like that"—you "take what they teach you."

Code 4

Not really.

Code 10

Again, no really specific expectations.

Code 11

I didn't have any expectations. Teaching Language Arts scared me because it is so subjective. But now I know what I'm looking for and I know what they need now. And I have methods for getting them there too. So she feels much more confident.

Code 16

I think in my student teaching placement this semester I learned what not to do. She used a very mechanic approach to teaching writing. None of it was relevant to student lives.

Code 17

In regards to teaching writing, she did not have any expectations and the program was a lot harder than she expected. She stated that because the program was more difficult, she feels more prepared for whatever she may encounter in a teaching position.

Code 18

She responded no. She commented that CSUN opened up the writing process more to her and that had greatly affected her writing and teaching of writing. She did not have any prior expectations.

Code 20

She had no expectations.

Question 13a: Outside Influences/As a Writer

Code 1

Code 2

Code 3

She did diary and journal writing as a child; also wrote stories as a child. She liked writing and did a lot of writing outside of school.

Code 4

Not really. I did independent poetry writing sometimes.

Code 10

Notes that she gave her papers to her mother and her mother would help up until the student started college. Mainly her mother focused on the structure of the paper, which was often jumbled. She mainly told the student how to do things: "trust me, I've been doing this a long time, just do it." Notes that this was very efficient, but that her mother knew that she knew how to think. She would not do this with her own students, but would probe their thinking process.

Code 11

"Creative writing is killing me. 6-10 pages a week. At first, half of my pages were 'I hate creative writing, I have nothing to say.' But she started giving us ideas. Start with 'I wonder if...' or, this week do a news commentary. This forced me to look for outside sources to do something. 'What ifs': I noticed I had a lot of those and started working on those."

Code 16

Code 17

Code 18

Code 20

Question 13b: Outside Influences/As a Teacher of Writing

Code 1

My aunt...I have a few aunts who are elementary school teachers. In my family, there are only two things that you can do. For the males, it is construction work and for the females it's teaching. I didn't want to be a construction worker, so I went into teaching (this answer isn't about teaching writing so much as an outside factor that shaped #1's career path)

Code 2

Code 3

Doesn't think so. "Everything has been taught to me"—she doesn't have any ideas of her own. But she would have her own ideas if she got to teach writing.

Code 4

Not really.

Code 10

Answered this a bit off topic and resisted pressing towards topic, but her answer is interesting: I would like them to know that it can be enjoyable. But then she notes that it isn't enjoyable for her. Pressed: can you be honest with them? Let them know you understand what they are going through? Resists this and says that she doesn't want them to say "well, she finds it hard too, so I can just find it hard and give up." In other words, she might tell them about her own experiences, but doesn't want them to use it as an excuse. Also notes, "I wish someone had told me that it can be enjoyable when I was a kid and maybe I would have a different attitude now. But it is agonizing."

Code 11

"Last year I worked in a fourth grade class, and I saw really bad writing instruction. The teacher was probably just an awful writer herself and had no idea how to structure or how to teach structure. They just didn't get it and she got impatient and made it unpleasant. This taught me how NOT to do it." Says "I think for me that writing paragraphs and structure just comes naturally." When pressed a bit she said that she is an avid reader and we discussed the possibility that this has influenced her writing, giving her what feels like an innate sense of structure. But she still seemed to think it is "natural" for her.

Code 16

Code 17

Code 18

Code 20

Question 14: Writing Philosophy

Code 1

Try...keep trying. I want my students to realize that all I'm looking for is effort. If you do what I You have to put something in to get something out. Less lecturing. I'm always trying to get more unscripted answers. Everything has its own place and time.

Code 2

She described her philosophy as a work in progress. She believed in journals and preparing the students for writing life after elementary school, for resumes, etc. She again emphasized stop light writing and power writing as effective means for preparing children as writers.

Code 3

Creativity is important. Don't make children only do certain types of writing (i.e., essays). Right now in the class where she is student teaching, children are writing paragraphs (but they are doing this at home—there is no instruction given on how to do this). Children must have fun writing. You want children to want to write.

Code 4

"I feel that I need to stress the fact that their ideas and the thoughts that they come up with are really important and when teaching it I need to make it enjoyable. That's when I wrote the best pieces: when I was mad or passionate about something. For students, something that they are interested in that they want to find out more about. Reading and writing—they go together. I think exposing them to simple structure and format as much as possible is great because that will get them more comfortable with writing in general and give them a good feeling about writing, if they know the basic structure."

Code 10

I would like to get them excited about writing.

Code 11

"That writing is a process and I think at first it's more important to concentrate on the content and then the structure. If that's not there you can't make it into anything. Less on things like spelling and grammar and indenting and more on what the writer is trying to say." When pressed a bit on how she is going to implement this, discussed the model time line that she did in class, and discussed how she talked with them about how to develop with specific details.

Code 16

Focus on the creative aspects of writing. I really liked writing stories growing up. Focus on the creative first then move on to things like persuasive essays. Also, I believe in using the interactive journals because students are more inspired to write if they know the teacher is going to read it. Also, take things slow and include lots of modification for the lower level students. No page limits but more about the content.

Code 17

Her philosophy surrounding writing centered on “its ok to make mistakes”. Here she went back to a positive reinforcement of content as a means to get the students to think about and engage in the writing process. The grammar and vocabulary can be worked on later.

Code 18

She considers her philosophy to be creative and open. She sees it as necessary to expose students to all types of writing, not just creative writing.

Code 20

She says her attitude towards writing is that its needed. Her philosophy on the matter is to get the children excited about writing and understand that grammar is part of it and content is the other part. She wants her students to explore ideas and communicate more through writing. She wants to see an excited attitude and not a dreaded one. Her position centers on engaging the students in the writing process.

Question 15: Writing Philosophy Implementation

Code 1

I will lay it out for them on the first day and remind them everyday...to progress you have to keep trying.... I imagine a big poster somewhere along the lines of “what did you do to better yourself today”?

Code 2

She plans on having the students journal so that she can review the journal and open a dialogue with the student. She learned this in her 428 class. She will have the students write every week. She talked about using decorative paper at the end of the week to get the students excited about writing. E.g. ghost paper for Halloween, etc. She felt that this would not only excite them but also instill a sense of value in them regarding writing.

Code 3

Have writing-based activities every day (e.g., children write a poem every Monday). Have folders of different types of work pupils do in different genres. Do this as well as what the State mandates. She isn't saying that expository writing isn't important.

Code 4

“The part about their ideas: doing a lot of free writing and pre writing, part of the writing process. And show them different ways that they can get out their ideas during prewriting, like making a list or making webs, thinking maps. I definitely want to have a lot of books, a big library in my class. And through the journal writing I can find out what they are interested and get books for things they are interested in. Giving them positive comments on their writing and always pointing out the positive before the negative, that will help them feel more comfortable.” Also notes that their journal writing will also make them more comfortable, because they will know that she is not judging them that much in that format.

Code 10

I will tell them. Also could bring in pieces of writing that I have done before and talk about how I enjoyed it. Modeling. Interrelate with some other subject area. Draw parallels with what they are doing in a subject matter that they like. This is assuming that they can think conceptually.

Code 11

“It's going to be hard for me, but I have to realize that it is going to take more than a day and that we need to work in pieces and have mini lessons, spend a little time every day and work on different pieces at different times.” She intends to create a sense of focus for each mini lesson. “We do that when we read to them” (“now make sure to look for adjectives,” she says for example). “We can do it with writing as well.”

Code 16

Code 17

She explained that she was a big believer in journals and that was a means that she would certainly use in her classroom to get her students to write.

Code 18

She intends to connect the story, or materials, to what and how the students are writing.

Code 20

She plans to implement her philosophy by using objects that children can write about. She feels that this is the way that students can see something and connect the writing experience with it. She also plans on other visual components, posters, etc., and with conference and have them draw pictures to write about. She learned about drawing pictures in 477b.

Question 16: Aids to Implementation

Code 1

Parent involvement. I'm a fan of homework Mon-Thurs and for the weekend the homework is to clean your room. Students that don't want to try...I want to learn why and try to reverse the situation.

Code 2

She stated that she just needs paper and pencils, nothing more. She emphasized that parents and teachers all need to be on the same page.

Code 3

She doesn't feel that she needs anything specific. It would be helpful to have curriculum materials. But she can go to a teaching store and find books. The Calkins book (used in 477B) has ideas that she can use.

Code 4

"Giving them more freedom in their writing as far as what they can write about." (She had trouble with these last few questions. Either she hadn't thought about it much before or she was getting tired. Or both.)

Code 10

Says that she would like to get everyone involved (parents, etc), but knows that this is not realistic. Perhaps she will have students interview parents and find out something about their family. Tie writing to other parts of the curriculum. If they are studying the missions, relate it to their own lives. "How would you like it if someone came to your house and threw you out? Well that's how the Indians felt."

Code 11

Really just planning ahead. Knowing the standards and what they are expected to know. Says she would not use open court writing stuff, which she describes as "just open to a page, read it and write about it—not good!" Instead, planning out lessons for them. Says that they need to be able to write sentences. Then reconsiders a bit and notes that first grade or kindergartners can tell you or can draw sequences.

Code 16

Code 17

To this question she replied that it really depends on the grade that she is teaching. While she felt the 477B course had adequately prepared her, she would have liked to have had an additional writing class prior to 477B. She felt that there was so much material covered in 477B that another class was needed in her Junior year to prepare her for and ease the coursework of 477B.

Code 18

She feels that reading a lot of books to the students is the biggest help to her teaching approach. She stated that most kids don't get read to at home and the are not read to enough in school.

Code 20

She will use journals, pictures, and objects to connect her students to their writing.

Question 17: Barriers to Implementation

Code 1

Students who don't want to try and do nothing....

Code 2

She commented that the biggest barriers were language and motivation. She stated that writing takes a lot of time and allotting time can be a challenge.

Code 3

"All the other stuff you have to get done." Open Court is about to be done away with—this would be great. Time constraints and what you're supposed to be teaching.

Code 4

"Language barriers; bad writing experience from previous teachers"

Code 10

Conceptual thinking. She says that she is encouraged to teach conceptually by her Master teacher but that she is being taught in her course work here that students of this age are not yet able to think conceptually. Used a math example: had the students working with manipulatives doing division and then tried to get them to see that it was the same as the numbers on the board. They didn't get it. Not sure if the Master Teacher is successful at it and she just has to learn how, or if the students just aren't ready for conceptual thinking. Also concerned about language barriers. Also says that some kids just may not be interested.

Code 11

Language barriers. Not a lot of experience (grew up, she says, in her "little West Hills bubble") and so is worried about future experiences with EL students. Notes that it is hard for them to keep their head above water and that she doesn't want to see them fall through the cracks.

Code 16

I think working on a strict schedule will be difficult because the teacher I worked with this semester always ended up cutting writing.

Code 17

She felt that there would be barriers in the classroom and these barriers would include students' interests and a difference in her approach to teaching than that of the Master Teacher. She felt that a large barrier would be that of language as she encountered ELLs. She felt that she could overcome the language barrier by having them draw instead of write.

Code 18

She sees Open Court as a barrier. Other barriers included learning disabilities, ELL with language barriers. And the research she would need to do in order to develop strategies for working with ELLs. An example of this was her learning to have to communicate with Korean children who spoke no English.

Code 20

Her biggest concern is about not having enough time to teach writing properly since there is so much material to cover. Other than that she said that she didn't feel there were any other barriers that may hinder her. She would have them use journals as a means to keep her students writing as a strategy to get around the time concern.

### Question 18: Future Teaching Developments

Code 1

It will only get better. Practice, practice, practice. It will be automatic after a few years. You never stop (learning and getting better).

Code 2

Code 3

It will be great to see pupils all day. That will improve her ability to teach writing. In her student teaching, she only sees pupils for a portion of each day, and so doesn't know the full range of the writing and other work they are doing.

Code 4

Hopes that her ability to organize a lesson and pace it well will improve. Notes that "sometimes you don't know where to start" and that "it's hard sometimes to decide on the order you are going to introduce things in." Also notes that she will gauge how much time to spend on things based on what past students have had trouble with.

Code 10

Practice makes perfect. She will note what happens in the classroom and will be really self-reflective on own methods. Self-awareness, self study, practical experience.

Code 11

"As they are leaning, I am also learning what works and what doesn't work and how to implement things better. Learn from mistakes, and refine things that work."

Code 16

Always consider what worked and what didn't work and make the changes as needed.

Code 17

She would like to make sure that her students remember the writing process. She reiterated the importance of the lesson where students wrote a letter to one another and she recalled a lesson where they used bubble maps to outline their stories. She felt that it was most important that they remember the writing process.

Code 18

She wants her students to remember that writing can be connected to different things, such as art and music. She noted that art was her concentration in her program. Also, she wanted them to know that there are different ways to approach writing and that writing can vary from time and place.

Code 20

She wants her students to understand that writing can be fun and that it is important to develop content. She feels that grammar is important but the same attention needs to be paid to content.

### Question 19: Future Writing Developments

#### Code 1

When I get my Master's, I'll have to tweak my style to more academic language.

#### Code 2

She expects to be writing a lot of letters to parents and she was interested in National Board Certification. Here she would be documenting and observing which would require a lot of writing.

#### Code 3

She's doing more creative writing and fewer papers because of her concentration in creative writing. She knows her time as a writer won't be over when she finishes school.

#### Code 4

"Writing to parents—that would be something that I would want to improve on. I'm their child's teacher, so I'm supposed to be perfect according to them!" He [the master teacher] sends home individual reports on some students. He also showed me a letter that his partner teacher sent—and example of a good positive letter to send to a parent who was complaining about the homework that that teacher was assigning." Notes that she would like to develop her ability to use tone well—to know when and how to use specific kinds of tones in these kinds of letters.

#### Code 10

Doesn't anticipate writing for fun or pleasure. Doesn't anticipate much development of own writing, but definitely wants to develop as a teacher of writing. Also will develop techniques of professional writing relating to her field. Notes again that practice makes perfect.

#### Code 11

No expectations for future writing. We discussed a bit writing that she might do as a teacher, but seemed reluctant to follow this up. No journal writing, that's for sure, she notes.

#### Code 16

#### Code 17

She hopes that her writing gets better for her classes and her own academic pursuits. She expects that she will be writing lots of letters, messages, memos, and emails and she feels that her writing will grow as she engages in these activities.

#### Code 18

She felt that her own writing would develop as she spent more time with the writing process of revising, editing, and drafting. She stated that she wants to develop as a writer so that she can improve upon her research writing abilities.

#### Code 20

She didn't really know how she wanted it to develop. She thought that she may take courses in grant writing because she felt that was a way to get money for her professional development. She thinks that she will continue to journal.

Question 20: Other

Code 1

It would be nice to have a class on how do deal with copy machines....maybe a study hall to boost you...it could be a one unit class..or give you time to work on lesson plans with mentor teachers.....more workshops like the one on classroom management....I bought Wong (Wang?)'s book on Amazon.com (a text he learned about in a workshop?) My aunts and uncles teach and they give me advice. They tell me to be patient.

Code 2

She remarked that she had been recruited for ITEP right out of High School. She entered the program and felt that now there was a huge disconnect between the program and the classroom. She felt that the relevance of the classes in ITEP was not really established. She felt that she could do without 477b because she didn't feel that it was realistic with what she was experiencing in her classroom. While she felt that Dr. Gordon in her 477A class was a very good professor, she noted that her friends taking the same class with another professor were learning something completely different. Her experiences in Math310 had no relevance to her experience in the classroom but her Math472 experiences had been good. She felt that the program did not allow for equal observing of all of the student teachers and that there were people who were immature who slid through the cracks while others worked very hard.

Code 3

Her 4<sup>th</sup> grade teacher told her she had to attend to her punctuation—she wasn't good at punctuation. The teacher told her to work on it and showed her how to do it. This was helpful. She recognizes that this was editing, not revising. This shaped her writing and showed her that teacher input is very important.

Code 4

No.

Code 10

No.

Code 11

“I feel that the EED courses really helped a lot. I had no idea how to teach writing. By this time we know how to write, but it's hard to know how to break it all down as when we learned how and so they gave us lots of methods.”

Code 16

Code 17

She felt that it would be nice to add one more class prior to 477B so that they would not have as much work during their Student Teaching time. She felt that some of the classes in the ITEP program did not connect with the rest of the program. Namely she felt that philosophy and anthropology had no bearing whatsoever on her program. She stated that while she enjoyed the anthropology class, she was unable to see how it fit with the other classes and philosophy had no connection whatsoever. She stated that she liked Open Court (OCR) and that she would like to see ITEP connect more with OCR and the LAUSD.

Code 18

She stated that she has had very good experiences here at CSUN developing as a writer and as a teacher of writing. She commented that her favorite courses were LRS100, 477B, and her English 275 Freshman class. She feels that she is better at writing than she is at math and that writing was a more positive experience. She felt extremely comfortable with her writing capabilities.

Code 20

She felt like there should be more child development courses because these really helped her control her classroom by curbing problems before they occurred. She taught in Simi Valley so she felt that she had been prepared to handle a classroom that did not use Open Court. She thought that the 477b course was great but she would have liked to have had it earlier so that it did not conflict as much with her student teaching and she noted that this course really connected her to her future career. She also stated that she enjoyed her biology classes and that it taught her a lot about preparing a class. She stated that she enjoyed the anthropology class but could not figure out how it fit in with the program. She said this class was too much work as there were too many things to fully grasp. The class just didn't connect with the rest of her vision of her teaching path. When she mentioned this she also mentioned a horrible experience where a Chicano studies teacher in another class commented to the class that, "... they would all be horrible teachers because they were white and could not connect with their students". She felt like the anthropology class had prepared them in some ways for this type of situation but this was contradictory to what this other teacher was telling them.

## Observer's Notes

### Code 1

The student gave some interesting responses. Some of the student's responses were very broad which made me wonder if it's because this student doesn't have the content knowledge or if it's because students just aren't exposed to enough writing to discuss their writing philosophies etc. The student was placed in a gifted classroom this semester, I wonder how his/her approach to teaching writing will differ next semester. Also, I must say I am somewhat sad that this student didn't seem to get anything from my course 😊. However, we do talk quite a bit about scaffolding and questioning techniques but that might be a common thread in all of our methods courses. I (ss) was also interested in the students' non-specific answers. I wondered if there was more that the student wanted to say but choose not to because SC and I both taught the student. I was impressed by the students' professional identity. While the above statements about the student's command of content knowledge may be true, this student strongly identifies with the whole notion of become a professional teacher. This is evidenced in my pre-interview conversation...becoming a teacher is "the" goal for this student and it fits into a larger plan of setting up house/living one's life...the student does not see the degree as a stepping stone to a career in counseling, for example. I also found the student's views on writing to be interesting. Academic writing is an object that gets "tweaked" as one moves in higher levels of academia...kids can be "skimmers" (is this gloss for non-readers?). I have to acknowledge that my previous experiences with the student shape how I hear the responses. As a freshman, this student had distinctly weak writing skills. In the interview I was interested but not surprised to hear that the student recalls reading first book in high school, always preferred math, and thinks of growth as a writer at CSUN in terms of learning the MLA style (as opposed to commenting on something more directly related to composing processes).

### Code 2

### Code 3

- She seems conflicted between what she was taught as a child (editing) versus what she has learnt at CSUN (focus on revising, not editing)
- She clearly has learnt (from CSUN?) about theories of teaching the writing process; this knowledge seems to inform her belief that the master teacher isn't really teaching writing
- She makes a sharp distinction between creative and expository writing; she resists the current efforts to move K-12 writing in the latter direction (as has been done with frosh university writing courses); she seems to find creative writing more fulfilling and believes pupils will find it more interesting; these beliefs seem to correspond to her own development and current work as a creative writer

### Code 4

### Code 10

### Code 11

### Code 16

This student made it clear that she loved to write. As a result, she feels that this will definitely help her to be a better teacher of writing. She also made it clear that she had very positive

experiences with writing growing up and she wants to create valuable experiences for her students. One question I have is: What happens if a student teacher immediately recognizes the dissonance between their own thoughts about teaching writing and their Master Teacher's thoughts about teaching writing? How does this impact the learning experience? How does this impact the students' opportunities to apply teaching methods learned in class?

Code 17

Code 18

Code 20

## **Appendix III: Tables Showing Writing Opportunities and Writing Pedagogy in ITEP Curriculum**

Year 1 Fall		FreshComp	PubSpeaking	LRS 100	CADV 150
(not including unspecified "Arts Module Course)					
Writing Expected with Specific Directions and Prompts Offered		X	X		
Types of Writing		personal narrative, argument essay about an issue, portfolio reflection, research paper, textual analysis, informal writing	introduction, anecdote, informative, persuasive speeches	Research Paper in Conjunction with CADV 150	
Direct Instr: Genre		X	X		
Direct Instr: Grammar, Spelling, Punctuation		X			
Direct Instr: Arg. Constr.		X	X		
Direct Instr. Writing Process		X	X	X	
Direct Instr: Research Skills		X	X	X	
Dir.Inst: Common Wr. Errors		X	X		
Feedback: Content		X	X		
Feedback: Grammar		X			
Feedback: Arg. Constr		X	X		
Suggestions: What students need					

Year 1 Spring (not including unspecified "Arts Module Courses)		Intro to Lit (English 255)	Hist 110	LRS 150	
Writing Expected with Specific Directions and Prompts Offered		X	X		
Types of Writing		analyzing literature in the three major genres		Resp. to articles, portfolio cover letter, journals, case studies, field notes and reflections, WebCT discussions of set questions	
Direct Instr: Genre		X		X	
Direct Instr: Grammar, Spelling, Punctuation		X			
Direct Instr: Arg. Constr.		X	X		
Direct Instr. Writing Process		X			
Direct Instr: Research Skills			X		
Dir.Inst: Common Wr. Errors		X			
Feedback: Content		X	X		
Feedback: Grammar		X	X		
Feedback: Arg. Constr		X	X		
Suggestions: What students need					

Year 2 Fall		Geo 150	HSCI 396	Math 210	Bio 102
Writing Expected with Specific Directions and Prompts Offered					
Types of Writing		one page description of map project	objective midterm & final exam	explain answers, write word problems	
Direct Instr: Genre					
Direct Instr: Grammar, Spelling, Punctuation					
Direct Instr: Arg. Constr.					
Direct Instr. Writing Process					
Direct Instr: Research Skills					
Dir.Inst: Common Wr. Errors					
Feedback: Content				X	
Feedback: Grammar		X		X	
Feedback: Arg. Constr					
		feedback on citing sources			
Suggestions: What students need					

<b>Year 2 Spring</b>		PHSC 170	ELPS 203	LRS 250	Engl 305
Writing Expected with Specific Directions and Prompts Offered			X	X	See Year 2 Study
Types of Writing		write up lab experiments & homework assignments	research paper	observation, critical reasoning, case analyses	
Direct Instr: General				X	
Direct Instr: Genre					
Dir. Instr: Grm, Spelling, Punct.					
Direct Instr: Arg. Constr.			X		
Direct Instr. Writing Process					
Direct Instr: Research Skills			X		
Direct Instr: Avoiding Plagiarism			X		
Dir.Inst: Common Wr. Errors			X		
Feedback: Content		X	X		
Feedback: Grammar			X		
Feedback: Arg. Constr			X		
Suggestions: What students need			LRC: evening hours, online access; course for non-native speakers on academic writing in English		

Summer 2/3		US Govt	US History	Ethnic Child
Writing Expected with Specific Directions and Prompts Offered				X
Types of Writing				Research papers & weekly responses
Direct Instr: Genre				
Direct Instr: Grammar, Spelling, Punctuation				
Direct Instr: Arg. Constr.				
Direct Instr. Writing Process				
Direct Instr: Research Skills				X
Dir.Inst: Common Wr. Errors				X
Feedback: Content				X
Feedback: Grammar				X
Feedback: Arg. Constr				
Suggestions: What students need				

Year 3 Fall	SPED 401C	Ling 417	Kin 470L	Geog/Geol 106LRS	Math 310	EPC 315
Writing Expected with Specific Directions and Prompts Offered	X	X	X			X
Types of Writing	much formal and informal writing, no term paper	Summary Lit Review, Journals	lesson plans, peer observations, reflective writing, in class exams, critique of professional journal	x-credit assignment; otherwise, no papers required		observations, quizzes, reports
Direct Instr: General (can't tell exactly what from survey)	X		X			X
Direct Instr: Genre						
Direct Instr: Grammar, Spelling, Punctuation						
Direct Instr: Arg. Constr.						
Direct Instr. Writing Process						
Direct Instr: Research Skills						
Dir.Inst: Common Wr. Errors						
Feedback: General (can't tell exactly what from survey)	X	X	X			X
Feedback: Content						
Feedback: Grammar						
Feedback: Arg. Constr						

Year 3 Spring	EED 472	Math 310 Lab	Engl 428	EED 477A	Geog/Hist 417
Writing Expected with Specific Directions and Prompts Offered	X		X	X	X
Types of Writing	lesson plan & assessment plan (approx 10-25 pages)		Research Paper, Journals, In-Class Essay Exams, Children's Books	observations, quizzes, response journals, lesson plans and other instructional material	essay exams, term paper
Direct Instr: General (can't tell exactly what from survey)	X			X	X
Direct Instr: Genre			X		
Direct Instr: Grammar, Spelling, Punctuation					
Direct Instr: Arg. Constr.			X		
Direct Instr. Writing Process					
Direct Instr: Research Skills			X		
Dir.Inst: Common Wr. Errors					
Feedback: General (can't tell exactly what from survey)				X	
Feedback: Content			X		
Feedback: Grammar			X		
Feedback: Arg. Constr			X		

Year 4 Fall (without unspecified Arts Modules)	Student Teaching Sem	EED 477B	Geol 406LRS
Writing Expected with Specific Directions and Prompts Offered		X	
Types of Writing		Journal writing, writing process reflection, unit planning	short answer questions in labs and exams
Direct Instr: General (can't tell exactly what from survey)			
Direct Instr: Genre		X ( a lot)	
Direct Instr: Grammar, Spelling, Punctuation		X	
Direct Instr: Arg. Constr.		X	
Direct Instr. Writing Process		X	
Direct Instr: Research Skills			
Dir.Instr: Common Wr. Errors		minimal	
Feedback: General (can't tell exactly what from survey answer			
Feedback: Content		X (a lot)	
Feedback: Grammar		minimal (only in response to severe problems	
Feedback: Arg. Constr			

Year 4 Spring		Student Teaching Sem.	EED 480
Writing Expected with Specific Directions and Prompts Offered			X
Types of Writing			embedded writing as part of unit plans
Direct Instr: General (can't tell exactly what from survey)			
Direct Instr: Genre			
Direct Instr: Grammar, Spelling, Punctuation			
Direct Instr: Arg. Constr.			
Direct Instr. Writing Process			X
Direct Instr: Research Skills			
Dir.Inst: Common Wr. Errors			
Feedback: General (can't tell exactly what from survey)			
Feedback: Content			X
Feedback: Grammar			X
Feedback: Arg. Constr			
Suggestions: What students need			



**Notes on where writing instruction occurs in ITEP Freshman courses  
Responses from which charts were created**

**Year One Fall**

**Freshman Composition**

Filled in by xx

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**Public Speaking (Coms 151)**

Hi Jackie. Our graduate student Teaching Associates teach the COMS 151/L course (with the addition of a few part-time instructors). I've attached a sample syllabus. We have 6-8 short writing assignments (2 pages each). Our instructors do spend a far amount of time teaching about basic skills that support academic writing including developing a thesis statement, organizing and outlining, researching a topic, finding supporting material, developing arguments and claims, etc. The Teaching Associates also provide quite a bit of written feedback on the writing assignments, speech outlines, etc. And yes, they do address common writing problems after evaluating written assignments.

The syllabus that is attached does not include the labs that specifically detail the writing assignments. We've compiled those and other materials in a workbook that is sold together with the textbook. If you want to see that, I can certainly get one to you. Let me know if you need anything else.

xxxx  
Associate Professor  
Department of Communication Studies  
California State University, Northridge

\*\*\*\*\*

**LRS 100**

----- Forwarded message -----  
From: xxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Tue, 28 Oct 2008 11:02:22 -0700 (PDT)

Hi Jackie,

In LRS 100, we support writing skills in two ways - the students attend a library research orientation and we spend time on how to peer review written work. We are blended together with CADV 150, and the students complete a research paper in that class (we're supporting that effort).

xxx

## Year One Spring

### Intro to Literature (English 255)

Hi Jackie,

The attached file has 255 writing assignments with attending rubrics.

While I spend time in class on thesis development and support, in courses above freshmen level I only address grammar, mechanics, and punctuation in class when I see a significant number of students making the same mistakes. I do mark any and all errors of this nature on the essays.

In 275, the two mid-terms and the final are all in-class essays. I spend a fair amount of class time on thesis construction and support, but don't worry about sentence level problems (which are often severe). In 300 and 313 I spend time on the above, but more specifically geared towards argument.

If you have office hours on M & W and need/want more info, I would be happy to drop by.

Best,

xxxx

### Intro to Lit (second responder)

----- Forwarded message -----

From: xxxxxxxxxx

To: Jackie E Stallcup <jstallcup@juno.com>

Date: Thu, 26 Feb 2009 14:00:53 -0800 (PST)

Hi, Jackie.

I've attached materials that I use to teach writing in English 255. I believe that the spring '08 document was re-used in fall 2008 without changes and that I did not bother to re-title it for fall 2008.

As you can see from the syllabus for English 255, I dedicate four class periods to discussing how to write the graded compositions required in the course. If necessary, we spend additional time in subsequent class periods to finish our discussion of writing. As for your specific questions, I teach writing formally, discuss how to construct an argument, offer writing advice in the margin notes, correct grammar and punctuation, and address from two to four common writing problems after I grade the papers.

I teach writing in every course so that students know how to do the writing assignments and see what I expect of them.

I call your attention to the fact that English 311 is an information competence course. Thus, I teach students how to do research, synthesize their own ideas with their primary and secondary sources, write a unified and coherent essay, and obtain all of the other skills listed in the catalog for information competence. Writing lessons are in my coursepack (or is it "course pack"--I've never figured out). I'm not sure if there are other information competence courses in the English Department, but you might check if such courses are relevant to your assessment.

I also call your attention to the fact that English 311 is an upper-division GE course. Thus, students must write assignments totaling a minimum of 2,500 words. In helping students satisfactorily meet this word requirement, I have always taught students how to write their essays and their essay examinations in English 311, and I continue to do so. Perhaps teachers of other upper-division GE English courses do the same. For example, I teach writing in English 364 (The Short Story), an upper-division GE course.

I hope this information helps. Feel free to contact me if any of my other writing materials and syllabi will help you.

xxx

**Intro to Lit (third responder)**

----- Forwarded message -----

From: xxxxxxxxxxxx

To: Jackie E Stallcup <jstallcup@juno.com>

Date: Sat, 21 Feb 2009 10:40:26 -0800 (PST)

Hi Jackie,

I've attached a copy of my 255 syllabus.

I'll try to address your questions one-by-one; let me know if you want/need anything further :-).

I require analytical essays in every lit class I teach. Because I've learned that many students do not have strong backgrounds in writing about lit, I feel obligated to provide instruction. Some of the instruction is provided in handouts; some is provided in lecture (once I determine the needs of the group); some is provided in margin notes; etc.

I often need to spend time explaining how to use the text as evidence to support the thesis. While many of the students can look for and identify elements in lit (symbolism, character, etc), they seem to get lost when it comes to providing an argument for their idea(s) about that element.

I discovered in teaching 355 that many students (mostly Engl and Engl subj majors) wish they could receive the writing information provided in that course much earlier in their studies.

Besides analytical papers, I also use on-line bulletin boards (I used to use HyperNews, now I use WebCT) for more writing/discussion about lit. And I ask for in-class responses to discussions and presentations.

I integrate quite a bit of writing and generally respond in class to the greatest need(s) of the group and respond on papers to the individual need(s). I have also sent a few students to the LRC Writing Center.

xxxxy

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**History 110**

Hi Jackie,

I do teach some writing. I ask my students to write three 2-3 page papers throughout the semester. They have a choice of topics, and I let them rewrite or write an extra paper for an extra grade. I certainly try to guide students before they write these papers and I do correct them. I correct grammar and style, but I focus on structure and teaching them to make an argument in my comments.

I sometimes do essay quizzes. I have been unsatisfied with quizzes as a teaching tool in general, so I think next time I will probably move to grading their notebooks instead. With these, I am more interested in the content than in the language.

I also give them two essay exams, and I make comments on the midterm (no one ever picks up the final!).

Hope that helps. Let me know if you need any more information.

Cheers

xxxxxxxxx

Assistant Professor

Department of History

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**LRS 150**

xxxxxxxxx—interview

Freshman seminar focusing on anthropology. Kinds of writing: responding to articles, portfolio cover letter, write letters to professional writers (of textbooks), journal writing, case studies of a child, field notes, reflections on field notes, WebCT discussion of topics: responding to specific questions. Many of the assessments are writing based. Addresses how to write in these specific formats and genres.

**Year 2 Fall**

**Geography/Geology 150**

Hi Jackie,

Actually, I do not require any writing assignments in the 150 course. The course is often quite large and it just doesn't seem feasible. Sorry I can't be of more help and I'm glad that some folks are looking into the writing deficiencies on campus. Best of luck.

xxxxx  
Associate Professor  
Department of Geography

**Geography/Geology 150 (second responder)**

----- Forwarded message -----  
From: xxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Fri, 20 Feb 2009 17:24:25 -0800 (PST)

Hi there!

I used to require a term paper, however, due to the inadequate writing skills of our incoming freshman, I could no longer stand the pain of grading less-than-college level writing. Hardly any of them had even a modicum of acquaintance with research work, how to construct a research paper, or what original work entails.

Since my class is a geography class, they do a map project that still requires a one-page description of what was involved in their project. They must cite their sources and write the paper at college level. I use my red pen! Their projects can even be dropped a grade point for poorly written papers. I always emphasize to those deficient in acceptable skills to seek assistance or risk having a very miserable experience in college.

I don't envy your work, as you must feel at times your wisdom and skill is akin to "throwing pearls before swine." If you can offer me something to include in their map project guidelines, i.e. resources in your department, please let me know. I really do want them to succeed. Stay in touch, as I feel writing across the curriculum is vital. I'm in 130W Sierra Hall during office hours: TTH 10:30-11am & 1:45-2:15pm.

xxxxxxxxx

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**HSCI 396**

----- Forwarded message -----  
From: xxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Mon, 16 Mar 2009 09:15:15 -0700 (PDT)

Good morning, Jackie. I am currently a FERP faculty member, and this academic year I have not been involved in teaching HSci 396HS. However, when I have taught HSci 396HS, the students are required to take an objective midterm and final exam. They also have a class participation grade. I do not require formal writing assignments.

Regards,

xxxxx

\*\*\*\*\*

**Math 210**

Interview of xxxxxxxxxxxx on 3/09/09 by Jackie Stallcup:

Both Math 210 and 310 are taught by many different faculty members who employ a variety of strategies. With Math 210 in particular, some faculty include questions on exams that require the student to explain their answers. In writing these explanations, students are expected to employ standard written English. Even if the student appears to get the basic idea, if the answer is not written clearly and correctly, points are taken off. Sometimes corrections to grammar and spelling are offered (if the problems are simple and not pervasive). In some cases, incorrect use of English can make the math incorrect as well (for example, verb tense endings can change the problem. "Four divided by eight" is NOT the same as "four divides eight."). In other cases, incorrect English can simply make the answer unclear or poorly stated. Sometimes, in addition to asking for written answers, faculty may ask students to write their own word problems, and again, Standard Written English is required.

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**BIO 102**

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**LRS 200F**

----- Forwarded message -----

From: xxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Mon, 27 Oct 2008 17:00:44 -0700

Hi Jackie,

I can't read a paper and read through poorly constructed arguments, subject/predicate problems, spelling errors, punctuation challenges, etc. Just can't, so I do offer feedback to students. I do make a general statement in the beginning that I do read and provide feedback as it is my responsibility to further their language skills as future teachers. If the lot of papers is really poor, I will make general statements. Otherwise, I only provide feedback in the margins. I always give students an opportunity to rewrite.

I can't say that I offer formal writing instruction on argument construction, but I do pay close attention to causal statements students make, logic they use in formulating conclusions, and the like. I am not a writing instructor and it has been quite some time since I taught writing in a formal sense.

Does this help you at all? Please let me know.

xxxxx

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**English 301**

Hi Jackie,

I do not assign papers in 301. I do tests instead. When marking essays I do correct grammar and spelling. The same thing holds for English 405. In addition to tests in that course, I assign a dialect fieldwork project, and I correct grammar and spelling on that project. However, I don't tend to comment on organization, development of a thesis etc. (except to point out that they haven't answered the question), so I wouldn't call it writing instruction.

xxxxxxx

**English 301 (second responder)**

Hi,

I have taught LING 417 and when I taught it, I did use a journal, and did comment on students' writing (last time I taught was summer 2007).

**I confess that in this semester's ENGL 301**, I'm not doing as much writing with them. I ask them to compose "four questions" roughly once a week in response to the week's reading, and they do homework (problem sets) that requires them to explain their answers. But that's all--no papers, really. Presentations, yes; but no papers.

xxxxx (Professor, Department of Special Education) and I are co-teaching the Literacy Concentration (a cohorted, non-freshman, three course + LING 417 concentration addressing specifically the spectrum of issues related to emerging literacy--and how they relate to instruction--in a field experience at the Lab School kindergarten). In our classes, we require weekly journals ( we could share the prompts with you--couldn't we, Sue?), and we do address issues both of form and content, in ways that we want to address our students' awareness of their own development as proficient writers, even as they think about how they're going to develop their prospective pupils' abilities.

Their exams are take home essays, too, and these have responses from us that address writing--content and form.

What we don't have (but have good intentions about) are precise rubrics.

Take good care--

xxxxxxx

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## Year 2 Spring

### PHSC 170

----- Forwarded message -----

From: xxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Fri, 13 Mar 2009 11:37:23 -0700 (PDT)  
Hello Jackie.

There is no formal written work required for PHSC 170, though the students must 'write-up' their in-class lab experiments and homework assignments. this is normally graded for content and not with grammar, spelling, etc in mind.

xxxxxxxxxx  
Associate Professor  
Department of Geological Sciences  
California State University  
Northridge, CA 91330-8266  
818-677-6238

\*\*\*\*\*

### ELPS 203

----- Forwarded message -----

From: xxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Fri, 31 Oct 2008 18:09:24 -0700 (PDT)

Hi Jackie,

This year I started doing a Ppt combining general tips on academic writing (from They Say/We Say book - about joining the conversation w/ academic texts, how to use quotes meaningfully, etc.) with material on avoiding plagiarism. I do this towards end of term before final paper is due. It still does not prevent plagiarism, sadly, but maybe it would have been worse without it . .

I have always given feedback on writing in right margin along w/ content feedback in left margin, circling errors made by weak writers and inviting them to meet w/ me. A few usually meet w/ me each semester and we look at the kinds of errors they are making or their organizational/analytical issues. I always refer them to Writing Center but few go (have hours been cut back? evening and online access would really help my students) and those who do go still seem to make a lot of errors because they can't bring in first drafts in time for feedback, etc. In debriefing homework w/ entire class, I always mention common writing errors and sometimes give a handout w/ common errors that we correct as a class (also near the end before final paper).

I have always felt that we profs need to be able to refer non-native speakers to a special course -- maybe a Jan. term type course -- that is geared to addressing the common errors of non-native speakers in academic English writing. Has anyone ever talked about having such a course and perhaps requiring it of certain students? This would help tremendously across departments.

In general, w/ ELPS 203 as w/ other courses, I find CSUN students are much better at descriptive and reflective papers than at anything using research or analyzing texts.

Hope this helps.

xxxx

xxxxxxx Ph.D.  
Educational Leadership & Policy Studies Dept

**ELPS 203 (second responder)**

----- Forwarded message -----

From: xxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Fri, 31 Oct 2008 11:18:15 -0700 (PDT)

Hi Jacklyn,

I have not taught the 203 course for over a year. I gave the students a final report drawing from their school site & classroom observations when I did the teach the 203. I did provide the students the elements that the students needed to address in the report. Also, they had to do a poster presentation of the school site & classroom observation report. I did have the students submit written reflections of selected course readings.

Please contact me if you need more information.

xxxxxxxxxxx, Ph.D.

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**LRS 250**

Hi Jackie,

Sorry to be so late in responding to your email. xxxx, with whom I'm co-teaching the course, and I do require written work in LRS 250. When all is said and done, the students will have submitted three essays, one in which they reflect on themselves as critical reasoners, another in which they report their observations of elementary school students as critical reasoners, and a third in which they compare how they think with how elementary school students think. We are also giving an exam in which students analyze two cases. In one of those cases, the students must say what decision they would have a character make and why they would have her make

that decision. The other case is focused more on educational issues, for example, on preparing a lesson that emphasizes points having to do with self-concept.

Greg and I offer only very informal writing instruction, which usually takes the form of in-class discussions with our students. So far, these discussions have taken place only before students submit their assignments.

Please let me know if you have any questions, or if there's any other information that I might be able to provide.

Best,  
xxx

Department of Philosophy  
California State University, Northridge  
18111 Nordhoff Street  
Northridge, CA 91330-8253  
818.677.7205

\*\*\*\*\*

**Engl 305 and 499A**

Survey completed in previous year, per xxxx

**Year 2/3 Summer**

**Ethnic Child**

**PAS 420**

Hi,

Here are the answers to your questions.

1. Do you require written work in this course?

Yes.

2.If so, what kinds of writing?

Research paper and weekly response papers.

3. And do you offer the students formal or informal writing instruction?

Informal and mostly research strategies.

4. For example, if you have them write a term paper, do you discuss how to construct an argument with them?

No.

5. Perhaps offer them writing advice in the margin notes?

Or maybe address common writing problems after you grade the papers?

Sometimes.

I hope this helps.

xxxxxxx

Pan African Studies Dept.

**ARMN 440**

Dear Jackie:

In Armenian 440 students are required to write a term paper based on research and twenty hours of observation of a school setting with a substantial Armenian student population. I ask them to include a title page and a bibliography. I also tell them the paper has to be written in a cohesive manner with an introductory statement, body and conclusion. I make corrections throughout the text as far as spelling and grammar/verb tense are concerned, and make comments on substance. Where necessary, I recommend that they improve their writing skills. Plagiarism is not tolerated.

Notwithstanding, this is not an English writing class.

I hope I was of some help.

xxxxxxxxx

**Year 3 Fall**

**SPED 401C**

----- Forwarded message -----

From: xxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Thu, 19 Mar 2009 12:31:08 -0700 (PDT)

Jackie-  
I haven't taught 401C for some time now. When I did teach it, there were lots of written assignments both formal and informal. There is no term paper in that class. However I was constantly making comments on assignments and in class regarding written assignments.  
Let me know if you need anything else.

xxxxxxxxx  
Professor  
Special Education Department  
CSU Northridge  
18111 Nordhoff St.  
Northridge, CA 91330-8265

**Second response for SPED 401C (resulted in no "x"s on chart)**

----- Forwarded message -----

From:xxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Mon, 23 Mar 2009 11:41:39 -0700 (PDT)  
Subject: Re: a question regarding SPED 401C

Jacklyn,  
they do one 2-4 pg observation paper that is turned in and "no" they do not receive any written instruction for this just a description of things/topics to include in the paper.

xxxxxxxxx  
Assistant Professor  
Department of Special Education  
California State University, Northridge  
Northridge, CA 91330-8265

\*\*\*\*\*

**Ling 417**

I have taught LING 417 and when I taught it, I did use a journal, and did comment on students' writing (last time I taught was summer 2007). (responder: xxxxxxxxxxx)

\*\*\*\*\*

## KIN 470L

----- Forwarded message -----

From: "xxxxxxxxx"  
To: "Jacklyn E Stallcup" <jackie.stallcup@csun.edu>  
Date: Sat, 21 Mar 2009 14:27:18 -0700

Hi Jackie. Thanks for your message and I would be pleased to respond. I am also forwarding the message to other faculty (full and part-time) in the Kinesiology Department who teach the Kin 470/L sections that may include ITEP students.

Each faculty member who teaches the Kin 470/L course has individual discretion regarding the nature of the assignments given to the students. In general, however, the assignments include lesson/ unit planning, reflective writing and peer observation reports in addition to peer teaching and in-class examinations. An essay format assignment is not typically required in the Kin 470/L.

Please feel free to contact me (X 7570) to discuss the course in more in-depth if you like. Also any Kinesiology faculty who respond to this message, please do "reply-all" so we can share among instructors the nature of the writing assignments that are presently used.

## Second response for KIN 470L

**From:** xxxxxxxxxxxx  
**Sent:** Sunday, March 22, 2009 8:53 PM  
**To:** Terry Sweeting  
**Subject:** RE: a question regarding KIN 470L

Hi Terry,

In response to the question, in addition to the assignments that you mentioned, the only other assignment that I, and I think many other instructors include in class expectations, is a critique of a professional journal. I remind the students as to the critique writing process, and expect appropriate grammar, spelling etc., and that documentation be included in the appropriate research style,

Regards,

xxxxxxx

\*\*\*\*\*

## GEOG/GEOL 106LRS

**To:** Jacklyn E Stallcup <[jackie.stallcup@csun.edu](mailto:jackie.stallcup@csun.edu)>  
**Date:** Thu, 19 Mar 2009 12:26:26 -0700  
**Subject:** Re: a question regarding GEOL 106LRS

I do not require written work in this course. For extra credit, they can visit a local natural-history museum, and if they do, then they have to write up a one to two page summary of their trip. I do not offer any formal or informal writing instruction. I do not have them write a term paper (note: I usually have 60 students per class, so reading 60 to 120 term papers would be a daunting task).

xxxxxxxxx

\*\*\*\*\*

**Math 310**

See Math 210, above. xxxxxxxxxx discussion mainly focused on Math 210, and gave the impression that writing issues did not pertain to Math 310 as much as in 210.

\*\*\*\*\*

**EPC 315**

Jacklyn,  
I require a great deal of writing in my course. I offer personal feedback as well as some formal instruction. I also give students the opportunity to rewrite assignments so they can correct mistakes and learn to become more effective writers. The embedded assessment for the course is a written reflection. I am attaching my syllabus so you can see the assignments in detail.

Best,  
xxxxxxx

**Example from syllabus:**

**Revision Policy:**

If you receive a grade you are dissatisfied with, you may revise and resubmit the assignment on which you received this grade, provided you come talk with me about it before you revise. You are not guaranteed to get a higher grade, but I won't give you a lower grade for the resubmission. Resubmissions are subject to late paper reduction of 5 points! Please work hard to get it right the first time. Effective writing is an essential requirement of this course. If your assignment receives a C or less due to writing, you are required to go to the **Writing Lab** in the **Learning Resource Center, room 408 in the Student Services Building** before resubmitting the paper for a better grade.

**Year 3 Spring**

**EED 472**

----- Forwarded message -----

From: xxxxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Thu, 19 Mar 2009 19:44:42 -0700  
Subject: Re: a question regarding EED 472

Hi Jackie,

I would be happy to explain what we do in EED 472 in regards to writing.

We do require written work in the course. In fact, the lesson plan assignment and the assessment plan assignment are usually 10 - 25 pages long. So there is quite a bit of writing.

We give teacher candidates prompts for writing as they create a problem-solving lesson plan. We use the template for lesson plans, designed by the Elementary Education department, and have added to the template. I will attach the lesson plan assignment and the assessment plan assignment.

\*\*\*\*\*

**Math 310 Lab (see Math 210, above)**

\*\*\*\*\*

**English 428**

Responder: xxxxx (responses typed directly into the chart, based on respondent's own course and what she knows others teach)

\*\*\*\*\*

**EED 477A**

From: xxxxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Thu, 19 Mar 2009 13:25:12 -0700  
Subject: Re: a question regarding EED 477A

Hi Jackie,

Happy scanning through these attached docs:

- Dept adopted course outlines (new) for EED 477A and B
- My last syllabus for 477A
- My assignment for case study report (Literacy Profile)
- Rubric to score case study assignment

Happy to answer any questions.

xxxxxxxxxx

\*\*\*\*\*

## Geography/History 417

----- Forwarded message -----

From: xxxxxxxxxxxx

To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>

Date: Fri, 20 Mar 2009 08:22:52 -0700 (PDT)

Subject: Re: a question regarding GEOG 417

Jacklyn

I have two exams both essay and I require a term paper. Through out the semester I provide as much writing advice as possible. I have a brief lecture on how to write an exam and another on how to write a term paper.

xxxxxxxxxx

## Year 4 Fall and Spring

### Student Teaching Seminar

\*\*\*\*\*

#### EED 477B

From: xxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Thu, 19 Mar 2009 13:25:12 -0700  
Subject: Re: a question regarding EED 477A

Hi Jackie,

Happy scanning through these attached docs:

Dept adopted course outlines (new) for EED 477A and B  
My last syllabus for 477A  
My assignment for case study report (Literacy Profile)  
Rubric to score case study assignment

Happy to answer any questions.

xxxxxxx

#### Second Answer (all entries on chart from this answer)

From: xxxxxxxxxxxx  
To: Jackie E Stallcup <jstallcup@juno.com>  
Date: Tue, 31 Mar 2009 13:06:00 -0700 (PDT)  
Subject: Re: it's your turn for the TNE survey!

Hi Jackie,

Here are my responses .Also, did you have someone to fill this out for 477A?  
I'm not sure how detailed you wanted the responses to be. I can add more if  
you'd like.

Writing Expected with Specific Directions and Prompts Offered  
Journal writing, papers, Writing process reflection  
Unit planning

Types of Writing  
same as above

Direct Instr: Genre X  
X quite a bit of this.

Direct Instr: Grammar, Spelling, Punctuation  
X yes but I could probably do more.

Direct Instr: Arg. Constr.  
X yes but not much because the type of writing they are doing is mainly  
reflection, descriptive, and lesson planning

Direct Instr. Writing Process  
X Lots of this.

Direct Instr: Research Skills  
No

Dir.Inst: Common Wr. Errors  
Minimal, only if they have severe errors in their writing.

Feedback: Content  
X Lots of this

Feedback: Grammar  
Minimal only if they have severe errors in their writing.

Feedback: Arg. Constr  
Not really

xxxxxxxxxx.  
Assistant Professor  
Department of Elementary Education  
California State University, Northridge  
18111 Nordhoff St.

\*\*\*\*\*

**Geology 406LRS**

----- Forwarded message -----  
From: xxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Fri, 13 Mar 2009 10:30:41 -0700 (PDT)  
Subject: Re: a few questions regarding GEOL 406LRS

Hi-  
No term paper is required for this class.  
xx

**Geology 406LRS (Second Responder)**

----- Forwarded message -----  
From: xxxxxxxxxxxxxxxx  
To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>  
Date: Sat, 14 Mar 2009 11:57:13 -0700 (PDT)  
Subject: Re: a few questions regarding GEOL 406LRS

Hi Jackie,  
I actually don't require written work in Geology 406LRS. Although it is an ITEP class, I focus more on understanding and applying the scientific concepts taught. To be honest, there isn't much to write. The labs and exams have short-answer questions, but there is nothing along the lines of constructing an argument. I hope this helps with your research. If you have any more questions, feel free to email me or stop by my office hours on Wednesdays from 2-3pm. I'm in EH 2029 (the basement).

Sincerely,  
xxxxxxxxxx

\*\*\*\*\*

**EED 480**

----- Forwarded message -----

From: xxxxxxxxxxxx

To: Jacklyn E Stallcup <jackie.stallcup@csun.edu>

Date: Thu, 19 Mar 2009 18:44:03 -0700 (PDT)

Hi Jackie,

Since this is a methods class, the focus is methodology and creating lesson plans but I do try to have them write. I have revised this course over several semesters and each time, I include an embedded writing component of some sort.

Recently, I have had students write a reflective piece on how learning theory supports their pedagogical decisions. It is a short piece-- 2-3 pages but I do model a sample and provide feedback on any drafts students send me over email. After they turn in the assignment, I make margin notes on both content and writing conventions.

The embedded writing is part of their unit plan. They need to write a rationale for why they are teaching the unit. I have them use the writing process (brainstorming-prewriting through editing) to create this part of the unit. I provide feedback after each draft until they turn in the final one as part of their unit plan at the end of the semester.

I do a lot more direct teaching of academic writing as part of my graduate classes but I guess you are only interested in the undergrads.

Hope this helps.

Take care.

xxxxxxxxxx

Department of Elementary Education  
18111 Nordhoff St.  
Northridge, CA 91330-8265

## Appendix IV: Survey of Reading and Writing Preferences and Writing Pedagogy Knowledge

A pre-survey was distributed to twenty students within the TNE research ITEP cohort. The EED instructor conducted the pre-survey at the beginning of the Fall 2008 CSUN semester. The purpose of the survey was to establish what the students understood about writing and what they expected to learn while in the class. The following report outlines this information and briefly discusses emergent themes throughout the data.

### Question No. 1

What is your favorite genre of writing?

Genre	Response
Fiction	7
Fantasy	5
Mysteries	3
Academic Writing/Persuasive Essays	3
Poetry	2
Realism (Stories that seem real/Can relate to)	2
Personal Experience	2
Has No Favorite	4
Likes Too Many Genres to Name	1

Many of the genres listed could be placed in larger genres. Fiction could easily include Fantasy, Mysteries and possibly Realism. It is clear that the majority of students do have a favorite genre of writing and that more students enjoy “creative writing” over academic writing. However, those who did like academic writing stated that they enjoyed the structure and the opportunity to argue a point or to persuade others.

### Question No. 2

Why is that your favorite genre?

Response	Number of Responses
I like the power to create/the freedom of expression	7
Writing stories based on life, relationships, the life I wish I had	5
My story is unique and cannot be questioned	3
Persuasive essays because I like to argue a point	2
Non-fiction writing because I like and need structure	2
It's fun	2
The genre is flexible, there are no limits	4

The respondents' ability to create and express their thoughts and desires remains the primary force behind their motivation to write.

### Question No. 3

What do you want to know about teaching writing?

**Majority of Responses**

<b>Response</b>	<b>Number of Responses</b>
How to make writing engaging for all students	12
How to teach ELLs	10
(When is it ok to provide assistance with ELLs)	(4)
What are the steps and best strategies	8
How to help learners who learn at different paces	4

**Remaining Responses**

- How to make writing engaging while using OCR: 1
- How to approach parents who are too busy/uninterested in their child’s literacy development: 1
- How to help students build ideas/expand knowledge: 2
- How to help children with limited vocabulary: 1
- How to engage students who are uninterested in writing/have difficulties getting ideas out: 2
- How to show the importance of writing: 1
- Is it ok to use more creative writing than essay writing: 1
- How to use the writing process when there are expectations to teach the 5 paragraph essay/how to make writing engaging if there are requirements: 2
- How to teach students to be effective writers: 1
- How to integrate writing into subjects other than language arts: 1

Besides making writing engaging for all students, the major theme that emerges from the data is that a majority of the ITEP students are concerned with learning to effectively teach English Language Learners in their classrooms. Additionally, there is the desire to understand how to effectively instruct students with various levels of ability.

**Question No. 4**

What do you already know about teaching writing?

**Majority of Responses**

<b>Responses</b>	<b>Number of Responses</b>
Writing involves 5 stages/it's a process	14
Students will progress at different paces	6
Students will enjoy writing if they write about things they like	5
There are 5 levels of ELD that ELLs move through/the process is different for ELLs/special accommodations	4
Power/Journal writing are good tools	4
Students should write on a daily basis/practice is important	4
Different kids enjoy different writing and have different voices	3
"Realia" is important in development of ELLs/SDAIE	3
Students need teacher's guidance/modeling	3
Students with different cultural backgrounds/learning needs require different approaches	3
Teaching the process approach takes time, it is lengthy and involved	3

**Remaining Responses**

- There needs to be a focus on editing and revising: 2
- Teachers should use balanced literacy: 2
- Writing is difficult: 2
- Takes time to write well: 2
- Free writing can make students feel pressured and draw a blank: 1
- Writing can take students learning in different directions: 1
- Don't force students to speak when they are not ready to: 1
- Students need structure before being allowed to free-write: 1
- Consider the cultural background of students when using curriculum: 1
- There are no wrong ideas: 1
- It's harder to express emotions in writing than through drawing: 1
- It is important: 1
- All ELLs take the CEIDT: 1
- If the teacher isn't excited about writing, the students won't be: 1

- If writing “matters” or is “real”, students will enjoy it: 1
- “Rubrics ease students’ affective filter”: 1
- It is challenging to motivate students to write: 1

Responses indicate that those surveyed possess an introductory understanding of writing process pedagogy. They also understand and are acutely aware that teaching writing is a time intensive endeavor and that students progress through the writing process at different paces. The respondents also indicate that they are aware that cultural backgrounds affect learning efforts. ELL concerns here connects with ELL concerns in responses to other questions.

**Question No. 5**

What is your favorite piece of literature?

<b>Genre</b>	<b>Response</b>	<b>EXAMPLES</b> <i>(See below)</i>
General Fiction	1	A
Fantasy	7	B
Coming of Age Stories	8	C
“Classics”	7	D
Children’s Literature	2	E
Poetry	1	F
Mysteries	1	G
Love Stories	2	H
Religious Text	1	I
Historical Fiction	1	J
Mythology	1	K
No Favorite, it’s all interesting	4	-
I have not read a book in a long time	1	-

**Examples**

- A** None available
- B** *Harry Potter* (4), *Lord of the Rings* (1), Nicholas Sparks (1)
- C** *To Kill a Mockingbird* (2), *Catcher in the Rye* (2), *I am the Cheese* (1), *A Child Called It* (1), Lois Duncan (1), *Twilight Series* (2)
- D** *Frankenstein* (1), *Jane Eyre* (1), *The Scarlet Letter* (1), *To Kill a Mockingbird* (2), *Catcher in the Rye* (2), *1984* (1), *Great Gatsby* (1)
- E** *Olivia Series* (1), *Little Women* (1)
- F** Shel Silverstein’s books (1)
- G** None available
- H** *Redeeming Love* by Francine Rivers (2)
- I** Bible (1)
- J** None available
- K** None available

A survey of the listed works suggests that much of the cohort interviewed possesses a superficial knowledge of literary works. Many of the titles are to be found in high school literature programs as well as popular culture. Certainly the meta genre of “fiction” dominates the other genres as the most popular.

## Appendix V: Field Notes from EED 477B Class Observation

### TNE Field Notes

Taken By: DD  
Observation of ITEP Class  
Observed 10/14/2008  
Time: 3:58 PM-6:21 PM

*Setting: This observation took place in a classroom on the CSUN campus. The room is approximately 35-40 feet square and the desks are long and seat 3-5 students at them. They have been placed in rows, edge to edge, facing the front of the classroom where there are two larger instructor's desks and a chalkboard/dry erase board that covers the length of the front of the room.*

The classroom was busy when I arrived at 3:58 on a Tuesday afternoon. Inside I found 18 students milling about preparing for the evening's projects and lecture. Immediately it seemed as though the room became divided into distinct social blocks where people caught up on homework, fashion, TV, the expectations of the evening, and their social life outside of the classroom. The professor arrived at 4:00 sharp and the class began to settle down. A group of four students began to form at the front of the classroom. In their hands were a deck of cards and handouts and they were advising the teacher in a somewhat nervous manner of their intentions to use the materials to present their lesson to the class. Meanwhile, the classroom was still in a state of confusion with laughing and cursing mingling with the shuffling of papers, desks, chairs, and bags. It had been four minutes since I had entered the room and it was apparent who was comfortable with others, and who was not comfortable with others. A brief introduction by the professor brought the shuffled class to silence and a check for new journals by the professor revealed that some students had written eagerly, grudgingly, or not at all.

The presenting group continued to shuffle at the front of the room and with a brief introduction by the professor, began passing out their materials while one member of the group began to read very brief instructions for the exercise that related to a previous lesson that all seemed to remember. "You have three and a half minutes to write about one elementary school teaching experience and why it is important to you," he said. At 4:06 the room fell even more silent and all that could be heard was pen pushing against paper and little whispers from the students thinking to themselves. There were groups writing and individuals writing. All of the students worked quickly, some with smiles and others with signs of deep reflection. At 4:09 the man remarked, "You have one minute left!" and thirty seconds later a woman instructed the class to write the last sentence of their work. It was 4:10 and everyone was finally engaged in a cohesive exercise and the social cliques seemed to have merged into a single community of students.

At this time there were twenty-two students present. The professor sat in the front of the class but off to the students' left hand side, in the corner, where she could observe the presenting

group. I had positioned myself on the right hand side of the room in the front row. Here I felt that I was out of the way and removed from many of the students' view. Those around me whispered questions about my being there. All of the inquiries were friendly and just curious. During the exercise the presenting group had conversed among themselves and prepared the class for the next exercise.

#### **4:11**

Another member of the presenting group asks for a class member to volunteer to share their experiences. A woman from the middle row offers her memories of recess and reads her experiences to the class. The presenter asks for another memory and another woman offers her memories of using Korean children's books to teach since many of her students were Korean.

#### **4:13**

The presenter puts the journals aside and begins to discuss how people process print and sound and symbol relationships. These elements are the critical points of an English Language Learners learning process. The presenters discuss the relationships of graphic representation and sound, and word order. These introductions lead the presenting group to discuss the next main topic of "How to Work with ELLs"

#### **4:15**

An additional lecture on the process of language formation is given by the presenting group and the students have been issued blank pieces of paper by the presenting group. The students have also been provided with a sheet in Spanish and they have been asked to interpret the sheet contextually. The students begin to talk among themselves and they form their own work groups. The groups become quite loud when one of the presenters asks everyone if they are almost done. As the class settles down, everyone seems very relaxed and happy. During this time, the presenting group has been conferring with the professor but I am unable to determine what they are discussing. The presenter looks over the translation of group sitting near me. A woman from the group is encouraged to read their translation and she reads the Spanish version. The presenter takes the translated sheet and reads it out loud in an effort to connect the lesson of the lecture to the exercise they have just completed. The class responds by agreeing with the process.

#### **4:23**

A new student enters the room and shuffles to the back where her friends wave at her. No one seems to think the entrance is disruptive and the lesson continues. The students begin to look bored as the presenting group continues to discuss reading comprehension. The discussion turns to the question of "Who is the audience?"--who is reading the material and how is the material absorbed or understood by the reader. The presenting group presents an example of horror films as a means to identify an audience and interpret images. This, they say, correlates with the lesson of image and understanding and that ultimately the audience interprets the meaning.

#### **4:25**

The presenters hand out comics to the loosely formed groups of students. The students seem to return to a state of focus and interest at this new task. The object is to look at the comic and create your own story to explain the drawing. The group next to me has received a picture of a

giant book and on either side there is a bed serving as book-ends. One bed has Lenin in it and the other a caricature of democracy, which is beaten and appears to be dead. Immediately the students turn to me and tell me that I have to participate. I tell them that I don't really have an answer and that I don't want to disrupt their group. Again they try to squeeze some kind of answer. *The cartoon really looked like an effort to discuss totalitarianism and democracy and the suffering of the people, with the book telling the struggle found in Russian history.* Answers ranged from it was a "Book of Life" to the comic obviously representing the works of Tolstoy. Again, more requests for help. I tell them I don't think there is a right answer and I move my chair back a bit closer to the wall to distance myself and to let them work.

#### **4:28**

The presenting students point to the back of the room and have a group discuss their cartoon of Lincoln. The presenters and group representative engage in a dialogue concerning the civil war, slavery, and how Lincoln is seen contextually in the cartoon. Another group discusses their cartoon of Tarzan and a contextual relationship to the environment. My group, or rather the one closest to me, throws out multiple ideas about their cartoon. The Tolstoy theory seems to rise as the most promising among the group. Other groups continue to pipe in with their own cartoons and their own interpretations. The presenters take this information back to the chalk-board and begin to write down key elements: background knowledge, decoding of vocabulary, metacognition, and text structure. Again the presenters connect these main ideas with the exercise and the previous lectures and the class seems pleased with this approach to understanding reading comprehension and the processes involved. Meanwhile, the professor has been observing the class and taking notes on the presenting group.

#### **4:34**

Presenter explains the benefits of 3-6 kid response groups and then the class members are instructed that they will come up to the board and break down their responses into the appropriate categories. The class is formed back into discussion groups again. At this time, only half of each group seems to be interested in the lesson and the other half of each group is socializing. The noise level continually rises. As they work, the group near me volunteers a person and the group then breaks into discussing Halloween costumes and how to bake the best cup cakes. Groups are now talking to each other about the cup cakes.

#### **4:37**

The master group goes around checking the groups' work and are semi-critical of the outcomes. The lesson has become very disjunctive.

#### **4:39**

A woman from one of the groups moves to the board at the request of the presenters and begins to discuss her group's response. The presenter adds her thoughts on the vocabulary section. Another group chooses to respond from their seat. The third group to talk seems agitated with the lesson in general and they choose to talk about it from their seat. A fourth group too chooses to read from their seat, somewhat halfheartedly.

#### **4:43**

The man in the presenting group takes the lesson over again, highlighting the main points of reading cognition. He passes out assessment rubrics to the groups and gives them a few minutes to fill the rubrics out. Students reshuffle and the classroom becomes as noisy as the beginning.

**4:44**

The professor prepares her lecture and moves to the front of the class. The classroom is overwhelmed with noise and many of the students are standing. Everyone seems very happy that the presentation is over.

*After looking at what has occurred in the classroom, I see that the students have gone through three exercises that utilized individual and group approaches. The focus has been on reading cognition and teaching ELLs. The group has had mixed reactions to the approaches and only the last exercise seemed popular. I suspect that the last lesson was successful because the presentation was over and people felt as though they could again converse and socialize. The lessons covered the basics of reading comprehension and cognition but did not offer great depth on the subject matter. Much of what was discussed was a superficial overview of the principles involved.*

**4:46**

There is a last call for the rubrics. The professor reiterates the importance of grading and providing a review for the presenting group. Some discussion among the students are self reflections with each other. They say things such as “I suck at this” and ask themselves and each other “Is this really my calling? Is it yours?” The professor gives them time to write in their journals and the students engage in a writing exercise. The topic is “What would you write if you woke up one morning and everything you loved was gone?” The professor has handed out pictures to the loosely formed social groups and the pictures are of the Hurricane Katrina disaster in Louisiana. Some of the pictures are of people standing on their roof and of a boat passing someone’s house. Another picture is of a crushed wooden bridge. This is group work and the class is to look at the pictures and to write and discuss what comes to mind.

**4:57**

Class is still writing and every student seems engaged. As the class works, the professor passes out handouts.

**4:59**

Professor notes, “One more minute”

**5:01**

The professor asks the class, “Would someone be willing to share?” A man says that the life you knew was over but now you had a new life to look forward to. The professor nods in appreciation of his sharing and offers an encouraging response.

**5:03**

Three quarters of the class is engaged in discussion and one quarter is socializing while the professor tapes the pictures to the board. The professor outlines that “catastrophic” is one of the

vocabulary words of the day in their lesson. The professor tells them, “Call out words that come to mind.” As students think of different words, the professor writes the words on the board.

**5:05**

The professor says, “Let’s get into vocab today.” The professor discusses New Orleans and has a model bowl with which she illustrates the levee system. The professor recounts her personal experiences of living in New Orleans. She explains the geography with the bowl and emphasizes the use of the vocabulary word of the day, the levee system. She has the class say it and repeat it, “levee system.” She then provides a definition of the levee system and reiterates its function in New Orleans and how the levee system broke during the hurricane. She then explains the next word of the day, “catastrophe.” The professor has the students say the word and then repeat it. To explain the concept, the professor refers to a picture of a truck stuck in a tree. The next word, “devastation,” say it, repeat it.

**5:09**

Now the professor assigns group work. The groups are to take a word and write their own sentence and definition of that word. She explains how they can use this method in their own teaching. The professor discusses the “Sweepers Technique: SQ3RS” *Survey, Questions, Predict, Read, Respond, Summarize*. Here the professor refers to their text book and she hands out a copy of an article on the Katrina disaster. She advises the students to survey the article and to look for key ideas. She asks the class to identify some of the key words. The students respond with:

**Survey:** discrimination, plan, rebuild, hurricane.

**Questions:** How long will it take to rebuild? What parts of New Orleans are going to reopen? How much will it cost? When will they start?

**Predictions:** There are more questions than answers, it will be expensive and will take a long time.

The other components of SQ3RS are left open.

**5:15**

Professor asks someone to read aloud and a man volunteers. He reads one paragraph of the article out loud. The professor asks for someone else. A woman reads the remainder of the article to the class. The professor then asks how they would get students to respond to this article. Her lesson points out that the students would have their students go to the research center for a few days to further investigate this subject. The class then continues to talk about the plan for rebuilding New Orleans and the key points of the article and how students would look at the article in the research center. It is suggested that after students have researched the subject they could then work in groups to come up with ideas about cause and effect and they could produce a paragraph on the article. This could prove especially useful for ELLs.

**5:22**

The professor discusses text structure and expository writing relative to the article. She explains that the students will need to scaffold the article. She looks at the words that can be used in a

paragraph for this subject and asks, “can words be added or taken out?” The professor takes out a large sheet of paper with a scaffold paragraph written on it and tapes it to the board.

Step 1- Look at the paragraph taped to the board. Which words are difficult? Circle them.

Step 2- Which words can be simplified? Which can be taken out?

Many of the groups are still working and the professor takes the sheet down from the board.

### **5:27**

The professor produces a box covered in green tissue paper with a hole in the top. Lively discussion and some socializing is going on in the groups. A woman gets up and moves to speak with the professor and then leaves the class room with her things. Students are having fun with the activity and the professor snaps their attention back to the front of the room. She reviews what to leave in and what to take out and asks the class how they would engage students. Suggestions range from mock interviews with President Bush to having conversations with them to establish background and context. The professor again reiterates the “sweepers” methods of critique and turns her attention to the green box she is still holding in her hands. The green box turns out to be a question box. Inside are questions based on Bloom’s taxonomy and the questions are distributed to the class. Bloom’s taxonomy correlates to a handout that she has given the students and she asks the students to read the questions out loud, just as they would do with ELLs. The professor lectures and references the sample tree thinking maps that she has also handed out.

### **5:41**

The lecture has ended and the professor has begun the Writing Workshop portion of the class. She puts two new, clean pages on the board. She reminds the class that the following week they are to bring in a selected piece of literature with a seed idea. One student discusses her seed idea that she has been developing from a children’s book and she has brought the book with her. The professor asks her how it connects to the seed idea and the student explains it. The professor asks who wrote entries that week. About half of the class raises their hands. The professor reminds the class that literature is supposed to inspire them. She asks if anyone does not have an idea for a seed. No one raises their hand. She asks them, “How will your literature choice inspire you the next time you write?”. No one responds. She explains that they are to write their seed ideas in their notebooks and to dog-ear the page. The seed is important and it doesn’t need to be six pages long like their normal entries. She places the categories on the sheets taped to the board:

Name

Working Topic

Genre

The students fill in the categories with their respective works. All students participate in doing so. The professor begins to ask questions: What is a genre? What are its components? She discusses memoirs and poetry as examples. The professor turns her attention back to constructing seed ideas in the notebook and at 5:50 checks to make sure everyone is clear on her expectations for the following week. They have been instructed to come up with one seed idea and to collect ideas concerning this seed, just like a researcher. She asks them to think about how writing works with their goals and missions of being teachers.

**5:51**

The professor opens time for personal conferences and reiterates the importance of conferencing. She refers the students to scripted structures in the student conferencing materials they have, pages 13 and 14. She underlines conferencing as a time for determining student needs and giving guidance. The students are still in their loosely formed, self-made groups.

**5:53**

The professor puts together a conference with a student at the front of the room while the groups continue on their writing. The professor talks to the student about their writing and reviews their writing notebook with them. The student explains her activities, her position, and her thoughts. The student volunteers to read her entries to the class and the professor thanks the student for sharing. The student's writing is extremely personal and half way through the student begins to cry. It is a very emotional scene and the class is silent as they stare at the student. Everyone seems very supportive and the professor stops the student. She highlights how writing is personal. The student's work is praised for its technique and style. The students seem very respectful and are extremely considerate during this episode.

**5:58**

The professor gives guidance on how to construct future writing and provides nothing but good feedback to the students. She asks if there are any questions about the conferences.

**6:00**

The professor asks the students to confer with their partners, suggesting that partnerships had been formed in a previous class, and to talk more about their seed ideas. About half of the students engage in this activity. The rest seem to be more interested in Halloween. The professor also says that she is going to let them go when they feel they are done because of the fires that are burning close by. Three students go to the professor to conference. By 6:03 no one is discussing seed ideas. While the professor conferences, the discussions have turned to tabloids, learning the Armenian language, fashion policing, gossip, and again, cup cake recipes.

**6:04**

The professor breaks back into the world of the students. She talks about writing as a method of healing and she reiterates the point that everyone can write about whatever they want to in order to move, inspire, and project the student forward. Writing is a space to explore. At this time, some students are in groups of two and others have formed larger groups. There is a lot of laughing and classroom is very loud. Of all 22 students, 8 are actually working, discussing, and writing. They form four pair as they were instructed.

**6:09**

The students are still in their groups. There is no sign of activity closure and the professor is still conferencing, this time with the group that presented. Many people are checking their phones and texting.

**6:10**

People are beginning to leave class

**6:11**

Discussion among students turn to the development of lesson plans. The professor asks if there are any more questions. She has the students look at the calendar to verify when their lesson plans are due. The professor adjusts the date the plans are due. She reminds them that a sample lesson plan was given in the previous class.

**6:18**

The class has continued to talk and socialize while the professor talks to more students. The professor begins to hand back writing papers the students had turned in the week before.

**6:21**

Class is dismissed and people leave, still socializing and formed in the loose group clumps they had been in all period.

Reflecting on the class period, I notice that it was clearly divided into three sections. The first half allowed students to engage in teaching exercises and emphasized key points to reading comprehension and the developmental processes of ELL teaching. The activities served to engage students and to provide a testing ground for teaching methodologies. The mixed reactions of the students as they completed the exercises, raises questions about the overall effectiveness of the students' approaches to teaching this particular subject. The second part of the class was teaching methodology and an elaboration of reading comprehension discussed by the professor. The activities were planned out as they would be for children and the class was required to connect the activities to what was being taught in their texts and what they learned in previous lectures. The third portion of class took a critical look at writing and the students' roles as writers. It seemed that the students got a lot out of the writing exercises overall, despite the overt socializing occurring in the room. The major difficulty in conducting this fieldwork was the sheer volume of material covered over such a short period of time. The lessons covered multiple subjects and areas of interest and it seemed difficult to always connect all of the threads of thought. I commented to the professor after class that I was in awe at how much material was covered: teaching process, reading comprehension, writing process, and student interaction. Her response was that it was indeed a lot of material to cover and this was a unique challenge of the program. My initial response to my experiences in the classroom is that there is far too much material to cover and much of the comprehension of the material seems secondary to the material being presented.