



Professional Development Institute

Flex Course Syllabus

Effective Strategies for Emergent and Early Writers (PreK-3)

PDI Course Number: 44T02

UCSD Course Number: EDUC41466

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you looking for effective ways to encourage your young writers? Do you need strategies for teaching students the foundations for writing success? This online course focuses on helping teachers work with emergent and early writers by understanding the developmental stages of writing. Teachers will learn many useful and practical strategies they can use to help young writers with specific strategies for narrative writing including developing a character, establishing the setting, and creating the plot. Additionally, strategies for teaching students how to write informative text, including how to write how-to books are shared as well as strategies for teaching persuasive writing. Tips for teaching basic research report writing are explored along with ideas for teaching basic note taking while conducting research. Excellent children's literature is presented as a springboard for writing. Additional topics presented include the writing process, writer's workshop, and using technology, including online apps, to both produce and publish student writing. Effective strategies for helping struggling writers are also shared. Assessment options for writing are presented that are specific to emergent and early

writers. By the end of this course, teachers will have the tools they need to help their students become better and more effective writers.

Educational Outcomes

1. Teachers will become familiar with the Common Core State Standards for Writing for their grade level.
2. Teachers will become familiar with the developmental stages of writing.
3. Teachers will learn the importance of using literature as an example of good writing for both fiction and nonfiction.
4. Teachers will learn strategies for teaching students how to develop a character for narrative writing pieces.
5. Teachers will learn strategies for teaching students how to develop a setting for narrative writing pieces.
6. Teachers will learn strategies for teaching students how to develop a plot for narrative writing pieces.
7. Teachers will learn the steps of the writing process and specific strategies for each of the steps.
8. Teachers will learn strategies for teaching students how to write persuasive pieces.
9. Teachers will learn strategies for teaching students how to write informative pieces.
10. Teachers will learn strategies for teaching students how to write how-to instructions.
11. Teachers will learn the value of using story frames with emergent writers.
12. Teachers will learn strategies for teaching students how to write basic research reports.
13. Teachers will learn techniques for teaching basic note taking skills.
14. Teachers will learn effective strategies for helping struggling writers.
15. Teachers will learn detailed and specific ways for introducing each step of the writing process.
16. Teachers will learn how to establish a writer's workshop in the classroom.
17. Teachers will learn how to assess student writing.
18. Teachers will learn how to develop writing rubrics and checklists.
19. Teachers will learn specific strategies for helping emergent writers progress to early writers.
20. Teachers will learn how to use technology to produce and publish writing.
21. Teachers will become familiar with apps students can use for writing.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction

- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Writing Activities (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Writing Standards in the Classroom
- Developmental Stages of Writing
- Literature as a Springboard for Writing
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching writing in the early grades. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Focus on Narrative Writing: Developing a Character
- Focus on Narrative Writing: The Setting
- Focus on Narrative Writing: Creating the Plot
- **Test #2**
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

Unit Three

- Focus on Persuasive Writing
- Focus on Informative Writing
- Writing How-To Books
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to the content of this course and will make a difference to other teachers in their own classrooms. Your posting should specifically relate to teaching writing to early writers. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- Focus on Research Reports
- Basic Note Taking
- Helping Struggling Writers
- **Test #4**

Unit Five

- The Writing Process
- Writer's Workshop
- Writing Assessment
- **Test #5**

Unit Six

- Strategies for Emergent Writers
- Using Technology to Produce and Publish Writing
- Apps for Student Writing
- **Assignment #4**

Develop a writing assignment based on your grade-level content for each of the three areas of writing: narrative, persuasive, and informative. Explain each assignment with great detail in a minimum of eight sentences. The assignments should be detailed enough that another teacher could use them.

- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to

help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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