The University of Texas at Tyler
Fall 2022
Syllabus READ 3326.061 Teaching Writing in Language Arts
3 Credits -- 100% Online
<mark>Last day to withdraw from course: November 4, 2022</mark>

A. Instructor Information

Name:	Tania S. Loyola, Ed.D, Adjunct Faculty
Email:	Canvas Inbox (best way to reach me)
	tloyola@uttyler.edu
Cell Phone:	210-464-8028 (text 8:00 a.m to 8:00 p.m. only)
Office Hours:	*By appointment.* Email me to arrange, and I will send you a Zoom link.

B. Catalog Description.
Introduction to writing development and the teaching of writing from young children beginning from birth and continuing into the upper elementary grades.

C. Knowledge Base(s).
This undergraduate course is designed to help build foundational knowledge relative to writing instruction and assessment--beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, including theory, research, and strategies for building a classroom environment conducive to building a classroom community of writers. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2017);
- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);
- *Texas Educator Standards* (Title 19: Chapter 149, Subchapter AA, Rule: 149.1001), which identify performance standards to be used to inform the training, appraisal, and professional development of teachers.

D. Student Learning Outcomes
Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop a foundational knowledge of the development of writing in children, beginning from birth and continuing into the upper elementary grades.
2. Enhance one's own writing skills by participating in the writing process.
3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.
4. Apply the knowledge gained, using best practices and current research in order to:
   - Systematically design and develop a classroom community of and for writers.
   - Deploy varieties of instruction, strategies, and materials to teach writing as a process.
   - Teach writing as a complex social process related to reading, talking, thinking, and more.
   - Teach writing in such a ways that values and repects the purposes that writers bring to their writing.

Correlations Among Student Learning Outcomes, Relevant EC-6 Language Arts & Reading Standards, and Course Projects & Assessments				
Learning Outcomes	**International Literacy Association Standards**	**Texas Board for Educator Certification Standards**	**Texas Educator Standard(s)**	**Projects**
1. Develop a foundational knowledge of the development of writing in children, beginning from birth and continuing into the upper elementary grades.	ILA Standard 1. Foundational Knowledge.	English Language Arts and Reading EC–6 Standard IV. *Literacy Development and Practice* English Language Arts and Reading EC-6 Standard VIII. *Development of Written Communication* English Language Arts and Reading EC-6 Standard IX. *Writing Conventions*	Standard 3--Content Knowledge and Expertise. Standard 6--Professional Practices and Responsibilities.	Writing Process: Memoir Mini lessons Quizzes Three Case Studies Grammar & Mechanics Video Project
2. Enhance one's own writing skills by participating in the writing process.	ILA Standard 1. Foundational Knowledge. ILA Standard 2. Curriculum and Instruction. ILA Standard 6. Professional Learning and Leadership	English Language Arts and Reading EC–6 Standard VIII. *Development of Written Communication* English Language Arts and Reading EC–6 Standard XII. *Viewing and Representing*	Standard 2--Knowledge of Students and Student Learning. Standard 3--Content Knowledge and Expertise.	Writers Note Book Writing Process: Memoir
3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.	ILA Standard 2. Curriculum and Instruction. ILA Standard 4. Diversity. ILA Standard 5. Literate Environment.	English Language Arts and Reading EC–6 Standard IV. *Literacy Development and Practice* English Language Arts and Reading EC–6 Standard VIII. *Development of Written Communication*	Standard 1—Instructional Planning and Delivery Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment	Mini lessons Connections to Teaching/Techonology Integration Three Case Studies Video Project
4. Apply the knowledge gained, using best practices and current research in order to:	ILA Standard 2. Curriculum and Instruction.	English Language Arts and Reading EC–6 Standard VIII. *Development*	Standard 1--Instructional Planning and Delivery	Connections to Teaching Mini lessons

a. Systematically design and develop a classroom community of and for writers. b. Deploy varieties of instruction, strategies, and materials to teach writing as a process. c. Teach writing as a complex social process related to reading, talking, thinking, and more. d. Teach writing in such a way that values and respects the purposes that writers bring to their writing.	ILA Standard 5. Literate Environment. ILA Standard 6. Professional Learning and Leadership.	*of Written Communication* English Language Arts and Reading EC–6 Standard IX. *Writing Conventions* English Language Arts and Reading EC–6 Standard XI. *Research and Inquiry Skills*	Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment Standard 6--Professional Practices and Responsibilities.	Three Case Studies Writers Notebook Blog Posts

E. Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated learning outcomes.

Projects & Grading Criteria

Project #1: Three Case Studies (15 points or 15% of course grade)
Using the 2017 ELAR Writing TEKS and 6-Trait assessments, students will evaluate three student writing samples (K-2; 3-4; 5-6). Students will recommend "next-steps" for each case study and provide explanation for their assessment decisions and recommendations.

Project #2: Writing Process: Memoir (15 points or 15% of course grade)
Using models of professionally written memoirs and of high quality student memoirs as mentor texts, students will develop a piece of personal writing by taking it all the way through the writing process. Project includes development of a Heart Map, Expansion of 3 topics, Peer Conferencing, Final Memoir.

Project #3: Grammar & Mechanics for Teachers (10 points or 10% of course grade)
This is a self-paced exploration and improvement of students command of written "Standard English," so necessary for teachers for writing emails, newsletters, and communications with other school personnel. The first part of this assignment is a self-assessment; the second part is self-tutorials based on the assessment. The third part is a post test. All work will be printed and turned in as evidence of student's learning.

Project #4. Connections to Teaching/Technology Integration: Find an App (10 points or 10% of course grade)
This learning opportunity invites students to consider and select digital technology for supporting K-6 student writing, ways to incorporate within a mini lesson, and suggestions for use of all learners. Project will include picking an writing app, researching it and developing a powerpoint to show how it can be used for all learners.

Project #5: Minilessons—Writing Them; Teaching Them (20 points or 20% of course grade). Students will write 3 mini-essons in a gradual release format and videotape themselves as though they were teaching the minilesson to a classroom of students. Use of Mentor Text, Anchor Chart, and correlation to the Composition TEKS (Strand 6) will be included.

Project #6: Writers Notebook (10 points or 10% of course grade)
Students will maintain a Writers Notebook throughout the semester using suggestions from Barry Lane's *But how do you teach writing? A simple guide for all teachers.* (2008). Entries will include a Table of Contents, Heart Map, Expansion of Heart Map, and student topics of choice. Students should create a "living" Word document to serve as their notebook and that will be submitted for this assignment.

Readings/Learning Activities/Participation (12 points or 12% of course grade)
Throughout the semester, students will be expected to complete assigned readings, and engage actively in class discussions and all related activities including:, Try This Exercises, virtual discussions, and more.

Final Exam (8 points or 8% of course Grade). The final exam for this course is reflective in nature and will as you to share your insights and reflections based on specific projects and opportunities for learning throughout the semester.

F. Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled with name, date, and topic, and underline carefully proofread and edited. The criteria for determining your final grade are outlined below.

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent/Superior
80-89	80%	B	Good/Above Average
70-79	70%	C	Passable/Average
60-69	60%	D	Unsatisfactory/Below Average*
*[a "D" or lower means that the course will need to be repeated in the SOE]			
00-59	59% or Below	F	Not Acceptable/Mediocre

G. Required Texts, Materials, and Lectures:

Lectures: All lectures will be recorded and available through Canvas.

Materials: You may need to purchase items related to our course projects. As usual, a notebook is encouraged for you to record your thoughts and notes as you progress through each module.

Books: *two __required__ texts*
>   #1_Lane, B. (2008). *But how do you teach writing? A simple guide for all teachers.* Scholastic.
>
>   #2_Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers.* Heinemann.
>   *Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.
>   * UT Tyler bookstore (find textbooks)

Bookstore Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

H. Learning Outcomes, Topics, and Standards Matrix.

Learning Outcomes	Course Topics	Assessments	Standards
1.Develop a foundational knowledge the development of writing in young children, beginning from birth and continuing the upper elementary grades.	• Structuring a language arts program • Writing Workshop overview • Writing process (stages) • Early writing development • The writers notebook • Modeling and think alouds • Using literature as mentor texts	Video Project WNB Mini-lessons TechConnection to teaching Case Studies Library lessons Final exam	***Texas Educator Standards (TES) 1Ai, 1Aii; 1Eiii, *InTASC 1f, 1g, 1i *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B *ISTE 1a, 3a *ELPS 1a, 1b, 1c *TxCCRS A1, A2**
2. Enhance one's own writing skills by participating in the writing process.	• Writing process (stages) • The writers notebook • Modeling and think alouds • Using literature as mentor texts	Memoir WNB Conferences Mini-lessons	***Texas Educator Standards (TES) 6Ai, 6Aii, 6Aiii *InTASC 1a *TEKS Ch 110 11A, 11Bi, 11Bii; 11C; 11D i-xi; 11E *TxCCRS 1A1, 1A2, 1A3, 1A4, 1A5.; B1, B2, B3**
3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.	• Mini lessons • Talk as part of writing • The writing conference • Writing assessment – 6 Traits and other models • Genre study • Revision • Editing • Evaluation and grading	Mini-lessons Video Project Case Studies TechConnection to teaching Final exam Grammar & mechanics	***Texas Educator Standards (TES) 3Ai; 4Ai, 4Aii, 4Aii, 4Bi, 4Bii, 4Biii *InTASC 2e, 2J, *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H *ISTE 3a 3b *ELPS 2c, 2e *TxCCRS 5A, 5B, 5C**
4. Apply the knowledge gained, using best practices and current research in order to: a. Systematically design and develop a classroom community and for writers.	• Responding in writing to writers • The literature-based classroom • Rich text environments • Applying good teaching of writing	TechConnection to teaching Mini lessons Case Studies	***Texas Educator Standards (TES) 4Dii, 5Aii, 5Aii *InTASC 3d, 3e, 3f *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H *ISTE 5a, 5b *ELPS 3a, 3c, 3e, 4b *TxCCRS**

b. Deploy varieties of instruction, strategies, and materials to teach writing as a process. c. Teach writing as a complex social process related to reading, talking, thinking more. d. Teach writing in such a ways that values and repects the purposes that writers bring to their writing.	practices to our teaching lives • Applying knowledge of development of writing to a real writer	Grammar & mechanics	

COURSE POLICIES

Everything *Canvas*: http://www.uttyler.edu/canvas/

A. My Personal Classroom Diversity Statement:
I strive to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:
- If you have a name and/or set of pronouns that differ from those that appear in your official UT Tyler records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, I am happy to point you in the right direction. UT Tyler offers many resources for students who have non-cognitive factors that may impact their success, and I will advocate for you to help you get what is needed for success.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

B. My Beliefs About You as a Learner:
- You are an integral part of our diverse learning community. You each bring your own personal cultures, ideas, feelings, and capabilities to the classroom, and each person will be honored for those differences.
- You will find something useful from each of our assignments this semester. I encourage you to engage with the content from the viewpoint of what connections can you make to what you already have learned and how you can apply this to your future classroom teaching. The more you can frame your learning within your own context, the more you will get from the course.
- You are a reflective learner. Throughout the semester, I encourage you to stop and think about your learning. What's working? What's not? How does what you are learning challenge you? How does it shape you for the future? As you look on your learning in big picture mode, what mental structures are you building? How are you developing as a student? As a learner? As a human being?
- You are fully competent to be successful in this course. I believe that you come to the course with abilities and skills that will positively serve you throughout the semester.

C. Technology: Internet/email/Canvas

Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course is fully online, so it is extremely important that you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your Canvas and UT-Tyler email daily** for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- If you need to contact me, it is best to use the Canvas inbox to do so. This ensures that your message will be delivered correctly, and I can more easily respond.

Technology Troubles?
Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

D. Computer Literacy Requirement
You are expected to use Microsoft Word for all assignments (unless otherwise instructed). **<u>Documents submitted in alternative software (e.g. Pages; Rich Text) will not be accepted.</u>** All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: http://www.uttyler.edu/ccs/purchases.php

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

When you post something to a Discussion Forum, <u>copy and paste your text into the message pane</u>; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* http://library.uttyler.edu This link is the homepage of the UTTyler library, visit it and note the CHAT feature. This can be a lifesaver. Check out this help page too http://library.uttyler.edu/help
Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own

your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples or Office Max can be a life-saver. The design of your work is an important factor in its readability.

E. Class Policies: IMPORTANT

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so WILL affect your grade.

THIS IS A professional preparation class, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for being a teacher.

Completion of <u>assigned reading and every video lecture</u> is imperative to your individual development as a professional as is actively engaging in substantive discussion over the assigned readings.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

a. **Attendance**- Although this is a fully online course, attendance is vitally imperative. Attendance is an online course includes checking in on the course daily for announcements and to interact with the course. While an online course provides you with a wonderful level of flexibility, it is also easy to get behind and disengaged from the course. Setting up specific days and times that you will dedicate to working in the course can be quite helpful. Ultimately, it is your responsibility to stay engaged with the course and up to date on the assignments.

b. **Late Assignments-** Late assignments are not accepted, however; if you have a personal emergency or illness that poses an issue for you, please reach out to me as soon as possible to see if a solution can be reached. You are adult learners and pre-service teachers, so I expect you to handle your business and demonstrate personal responsibility throughout the course.

   Usually, I do not lock assignments on the due date. If your assignment is not in Canvas on the date that I grade the assignment, I will enter a zero. This is an indication to you that you have missed that assignment. This does not mean that you can no longer submit

it; you can do so as along as the assignment remains open and available. Once I do lock assignments, I will not reopen them. Also, in some cases, I will enter a zero and add a comment on a submitted assignment that still needs work. This is an indication to you that something needs your attention and you will need to resubmit the assignment.

c. **Communication-** If you have questions or need help, do not hesitate to communicate. Sending a message through the Canvas inbox is the easiest way to communicate, but you can also send an email or a text. Texts should only be sent between the hours of 8:00 am and 8:00 pm, be professional, and include your name. Please understand that I may not respond to your email or text right away, but I will get back to you within 24-48 hours.

d. **Written Assignments-** Written assignments MUST be typed using **double spaced lines and have page numbers**. **PLEASE FOLLOW APA FORMATTING STANDARDS.** In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**

APA Style Citation:
Correct attribution of work that someone else did is expected of an educated person.
In this class, *as educators*, you will adhere to the accepted "style" for the Social Sciences called APA – for the American Psychological Association. The field of education is one of the social sciences along with anthropology, archaeology, economics, geography, history, law, linguistics, politics, psychology and sociology.

Muntz Library Education page: https://libguides.uttyler.edu/education

See Muntz Library Guide > tab **APA**
https://libguides.uttyler.edu/c.php?g=951442&p=6863329

Also useful to bookmark: The OWL at Purdue:
The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
  o   http://owl.english.purdue.edu/owl/section/2/10/

e. **Academic Dishonesty-**To be successful in this class, you must invest time for study. **Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated** and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.

f. **Teacher Candidate Dispositions-** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 3326 will adhere to and demonstrate these teacher candidate dispositions at all times.

g. **Safe Zone-** I expect that everyone in this course will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation or non-belief, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students will contribute to keeping our class environment a place where all feel respected, honored, valued, and heard.

h. **Partnership in Learning-** My goal for this course is for you to leave with more knowledge than you entered with and a greater ease in your ability to apply your knowledge in ways meaningful to you and your future students. I want you to be successful, and I genuinely believe you can be successful. I have high expectations for you because you have chosen perhaps the most important profession there is- an educator. I hope that you will join with me as a partner in your learning.

F. Drop Policy

Students in an online course must complete the Introduction Activity and the Syllabus Receipt by the 7th class day to be considered as attending the course. Students who do not complete these two requirements will be reported as non-attending.

Students in an online course who submit no assignments for at least 3 weeks will be dropped from the course.

If you are considering dropping the course, please speak to me first. Often, there are solutions you are unaware of, and I am happy to advise you to what would be best for your individual circumstance.

G. Teaching Dispositions

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with

colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Ten Suggestions for Success in Course

1. Do **all** of the readings and watch **all** recorded lectures – Not completing the readings and watching the lectures is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in online discussions and other discussions if they are part of a day's assignments.
3. Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.
4. Print out and **read and re-read** the syllabus. Print out and **read and re-read** assignment instruction handouts. Check items off as they are completed. Your grade on assignments will be impacted if directions are not followed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students. Collect promising lesson ideas and file carefully.
6. Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, **you will produce better work** if you give yourself time to think through various concepts.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. **Talk to me** – If there is a problem or a question, please talk to me either by email or make an appointment. I am here to help you be successful in this course and prepare you for teaching in the classroom.

BIBLIOGRAPHY

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Calkins, L. M. (1991). The notebook: A tool for writing and living. In *Living between the lines* (pp. 35-52). Heinemann.

Cappell, M. (2006). Children's voices about literacy and language. *Language Arts, 83*(6), 482-491.

Glasswell, K., & Parr, J. M. (2009). Linking assessment and teaching in talk around writings. *Language Arts, 86*(5). 352-361.

Fletcher, R. & Portalupi, J. (2001). The writing workshop. In *Writing workshop the essential guide* (pp. 1-5). Heinemann.

Flower, L. & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication, 32*(4), 365-387.

Kaufman, D. (2001). Organizing and managing the language arts workshop: A matter of motion. *Language Arts, 79*(2), 114-123.

NCTE Beliefs on the Teaching of Writing can be found at this link:
http://www.ncte.org/positions/statements/writingbeliefs

Prior, P. (2006). A sociocultural theory of writing. In C. A. MacArthur, S. Graham & J. Fitzgerald (Eds.),

Handbook of writing research (pp. 54-66). Guilford.

Ray, K. W. (2004). Why Cauley writes well: A close look at what a difference good teaching can make. *Language Arts, 82*(2), 100-109.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

SCHOOL OF EDUCATION DISPOSITIONS

School of Education Dispositions Statement

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. https://www.uttyler.edu/president/missionstatement.php

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Professional Dispositions and Requirements

1. **Responsibility and Accountability**. This disposition addresses candidates' professional demeanor, professional appearance, and ethical and legal practices. The teacher candidate or clinical teacher:

* Accepts responsibility for personal actions or decisions

o Examples may include:

* shows an understanding of policies and procedures for professional behaviors and dispositions;

* responds appropriately to constructive feedback from others to improve their own practice;

* creates a safe environment for their students.

* Displays a professional demeanor

o Examples may include:

* is dependable, punctual, and well-prepared for professional and academic activities;

* meets attendance expectations;

* actively participates in class;

* assists others when necessary;

* uses electronic devices in a manner that displays awareness of their digital footprint on social media and takes action to ensure that their electronic presence does not lead to questions of their integrity, professionalism, and character.

* Complies with university and school district policies and procedures

o Examples may include:

* meets expectations;

* seeks help in a timely manner;

* completes assignments by designated due dates;

* produces quality work;

* exhibits academic honesty;

* demonstrates good citizenship;

* maintains student, family, and staff confidentiality.

* Follows university, school, and/or district policies for professional appearance

o Examples may include:

* dresses according to the districts' dress code policies;

* demonstrates personal hygiene practices and healthy routines.

* Engages in professional, legal, and ethical conduct

o Examples may include:

* abides by legal mandates and ethical standards of behavior;

* adheres to the UT Tyler Honesty Code and Code of Ethics;

* adheres to the Standard Practices for Texas Educators.

2. Commitment to Effective and Professional Communication This disposition addresses candidates' professional interpersonal and communication skills used to promote positive partnerships with members of the learning community such as college and school faculty, students, parents, administrators, and other staff, to support achievement of learning outcomes. The teacher candidate or clinical teacher:

* Demonstrates a positive attitude toward learning through intellectual curiosity and participation in professionally related experiences

o Examples may include:

* actively participates in class activities and professionally related associations;

* exceeds expectations for assignments, tasks and teamwork.

* Collaborates with peers and other professionals (instructors, field supervisors, mentor teachers) to improve student achievement and ensure system-wide high-quality learning opportunities and experiences for all students.

o Examples may include:

* contributes to group efforts;

* considers and responds to multiple perspectives;

* demonstrates respect for others and their ideas.

* Utilizes professional oral and written communication based on the purpose and audience

o Examples may include:

* uses grammatically correct oral and written sentences;

* exercises appropriate self-disclosure;

* employs positive conflict resolution techniques effectively, respectfully, and empathetically across a wide range of situations and people;

* employs suitable tone of voice and verbal/nonverbal expressions;

* uses professional language in all situations ensuring that communications are free from bias and meet the needs of diverse learners.

* Demonstrates kind, caring and respectful interactions with others

o Examples may include:

* maintains emotional control;

* responds appropriately to actions and reactions of others;

* takes responsibility for own actions;

* adapts to unexpected or new situations;

* acts from a positive frame of reference;

* expresses ideas and feelings clearly;

* demonstrates a willingness and an ability to listen to others.

* Develops and maintains professional workplace relationships

o Examples may include:

* assumes appropriate roles in the collaborative process;

* responds appropriately to supervision;

* uses constructive criticism and suggestions to improve skills and understanding;

* strives to achieve competence and integrity.

* Builds rapport and serves as a strong role model to peers, colleagues,

and learners

o Examples may include:

* possesses maturity, self-discipline, and good judgement.

3. **Commitment to Students and Their Learning**. This disposition addresses candidates' active engagement in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. The teacher candidate or clinical teacher:

* Demonstrates subject-area knowledge and understanding of curriculum standards

o Examples may include:

* demonstrates content area knowledge;

* demonstrates an understanding of the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS).

* Demonstrates a commitment to students' learning

o Examples may include:

* promotes student self-determination and autonomous functioning;

* demonstrates high expectations for ALL students;

* creates a positive, low-risk learning environment.

* Values and responds to all aspects of a child's well-being (cognitive, emotional, psychological, social and physical)

* Utilizes a full range of differentiated instructional practices

o Examples may include:

* considers students' strengths, needs and experiences when planning instruction;

* uses flexible groupings for instruction;

* provides opportunities for all students to succeed;

* displays creativity to enhance the instructional process;

* adapts instruction to "best practices."

* Reflects upon personal teaching practices

o Examples may include:

* identifies areas of strengths and needs;

* engages in professional development based upon self-reflection.

4. **Commitment to Diversity and Social Justice**. This disposition addresses candidates' enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, and equitable environment for all students to learn at high levels and to seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice. The teacher candidate or clinical teacher:

* Demonstrates cultural respect and understanding

o Examples may include:

* displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals;

* uses language and actions that meet professional standards and are not demeaning or harmful to any individual or group.

* Exhibits fair treatment of students, colleagues, professionals, staff, and families

o Examples may include:

* advocates for and supports marginalized communities and individuals;

* exhibits maturity and sound judgment in implementing equitable best practices for all students;

* exhibits fairness in assessing students' academic, social and emotional development;

* models respectful behavior and promotes students to be respectful to one another.

* Interacts with sensitivity to the cultural norms of the school and classroom environment

o Examples may include:

* displays sensitivity to race, ethnicity, age, gender, sexual orientation, ability/disability and socioeconomic status;

* uses language and actions that are free from bias;

* demonstrates respect for and appreciation for a wide variety of individual differences;

* recognizes stereotypes embedded in educational materials and considers the five major characteristics essential to selecting high quality multicultural literature (accuracy, expertise, respect, purpose, and quality).

Fall 2022
READ 3326
<u>Tentative</u> Activities and Assignments Calendar

Important: *The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (usually at least one week) will be given to students for any such changes.*

NOTE 1: The new module for a given week will be up and open each Monday.

NOTE 2: All assignments are due by 2:00 AM on Monday, unless otherwise noted.

Week Date of Class	Tentative: Activities Schedule & Assignments Due
Week 1 August 22	Introduction to our course Review course syllabus Watch welcome video Complete introduction activity discussion board
Week 2 August 29	*Topic: What is writer's workshop and why is writing important?* **View any videos posted in the module.** **READ:** Lane (2008) Introduction: "Teaching with your heart and soul" (pp. 6-9) and Chapter 1, "You're a writer, teach writing: Reclaiming the spark of your own literacy" (pp. 10-21).
Week 3 September 5	*Topic: Rich Text Environments: Applying good writing practices to our teaching lives* **View any videos posted in the module.** **If you have not already, you should begin Project 3 now.** **READ:** Lane (2008) Chapter 2 "Time + space + choice = Real Writing" (pp. 22-43) **DUE (9/12):** "Try This" exercises #1
Week 4 September 12	*Topic: Writing process stages and early writing development* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 3 "Creating a question culture through writing" (pp. 44-59) **DUE (09/19):** "Try This" exercises #2
Week 5 September 19	*Topic: The use of writer's notebooks and mentor texts in your teaching* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 4 "A playground of possibility: Using a writer's notebook" (pp. 60-79) **DUE**: **(9/26)** Three Case Studies **DUE (09/26):** Heart Map
Week 6 September 26	*Theme: Creating a community of writers by talking, reading, and writing together* **LECTURE:** Serravallo walk-through (Goal 4)

	LECTURE: The Language of Response: Peer Conferencing **READ:** Lane (2008) Chapter 5 "One writer's workshop to go, tomorrow" (pp. 80-95) **DUE (10/03):** "Try This" exercises #3 **DUE (10/03):** 3 Memoir Topics Expanded
Week 7 October 3	*Topic: Listening to what professional storytellers say* **View any videos posted in the module.** **READ:** Lane (2008 Chapter 6 "Story matters: Using narrative to teach all writing and succeed in life" (pp. 96-110) **DUE (10/10):** Peer Conference of 3 Memoir Topics (Groups will be assigned) **DUE (10/10):** "Try This" Exercises #4
Week 8 October 10	*Topic: Beyond quizzes and book reports: Genre study and using genres to organize your year* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 7, "Genre, gender, and je ne sais quoi: Creating writing assignments that last forever" (pp. 111-127). **DUE (10/17):** Memoir/Personal Narrative
Week 9 October 17	*Topic: Integrating technology in the writer's workshop* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 8 "Literacy without boundaries" (pp. 128-140) **DUE (10/24):** "Try This" exercises #5
Week 10 October 24	*Theme: Mini Lessons – The heart of the writer's workshop* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 9 "It's done…not! Learning the find the "aha!" moments of revision (pp. 142-166). **DUE (10/31)** Mini-lesson #1
Week 11 October 31 ==Last day to withdrawl from the course is November 4.==	*Theme: Teaching grammar during writing, not in isolation* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 10 "Grammar got run over by a reindeer: Teaching skills in a fun context" (pp. 167-179) **DUE (11/07)** Grammar/Mechanics Self-Paced Assessment and Improvement **DUE (11/07)** "Find an App" [a]sign up for choice of app **DUE (11/07)** Mini-lesson #2

Week 12 November 7	*Theme: Writing across the content areas* **View any videos posted in the module.** **READ:** Lane (2008) Chapter 11 "You don't fatten a pig by weighing it, do you? Making assessment and testing work for your students and you" (pp. 180-200) **DUE (11/14)** Mini-lesson #3

Week 13
November 14
	Theme: Building stamina in the writer's workshop by building student's writing muscle
	
	View any videos posted in the module.
	
	READ:
	Lane (2008) Epilogue "Return to the pencil planet" (pp. 201-205)
	                    "Lane's top 21 forms" (p. 206-233)
	                    "Genre list" (p. 234)
	                    "Barry's favorite rubric" (p. 235)
	                    "A year of writing" (pp. 236-237)
	
	DUE (11/21) The Writer's Notebook (WNB)
	DUE (11/21) "Find an App" PowerPoint video due
	DUE (11/21) Revised Mini-Lessons Project

Week of November 21	**Thanksgiving Break! Enjoy your week. I am thankful for you.**
Week 14 November 28 *Last week of classes*	*Theme: Reflecting on what we know and want to learn* **View any videos posted in the module.** **Final Exam will be assigned during this week to allow you time to review, reflect, and write.**
Week 15 December 5 **FINALS WEEK**	The final exam for this class is ONLINE and is due by **December 6 by 11:59 PM.**