

The University of Texas at Tyler
Spring 2021
Term dates: January 11, 2021-April 30, 2021
Syllabus READ 3326.060 Teaching Writing in Language Arts
(81010) 3 Credits -- 100% Online
Last day to withdraw from course: March 29, 2021

A. Instructor Information

Name: Jennifer W. Burchfiel, M.Ed., Adjunct Faculty
 Email: jburchfiel@uttyler.edu (best way to reach me)
 Cell Phone: (214) 502-9896 (text 8:00 a.m to 8:00 p.m. only)
 Office Hours: **By appointment and/or Wednesdays & Fridays 4:30-5:30pm.** 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 respects 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. <i>Literacy Development and Practice</i> English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i> English Language Arts and Reading EC-6 Standard IX. <i>Writing Conventions</i>	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. <i>Development of Written Communication</i> English Language Arts and Reading EC-6 Standard XII. <i>Viewing and Representing</i>	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. <i>Literacy Development and Practice</i> English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i>	Standard 1—Instructional Planning and Delivery Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment	Mini lessons Connections to Teaching/Technology 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. <i>Development</i>	Standard 1--Instructional Planning and Delivery	Connections to Teaching Mini lessons

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

Readings/Learning Activities/Participation (20 points or 20% of course grade).

Throughout the semester, you will be expected to complete assigned readings, and engage actively in class discussions and all related activities including, for example, blog posts, Writers Notebook Work (WNB) work [5], Virtual Classrooms Videos and Discussion [5], and more.

Grammar & Mechanics for Teachers (10 points or 10% of course grade).

This is a self-paced exploration and improvement of your 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 your learning.

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). They will recommend “next-steps” for each case study and provide explanation for their assessment decisions and recommendations.

Project #2. Writing Process: Memoir (20 points or 20% 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 #3. Minilessons—Writing Them; Teaching Them (20 points or 20% of course grade).

Students will write minilessons and videotape themselves as they were teaching the minilesson to a classroom of students.

Project #4. Connections to Teaching/Technology Integration: Find an App. (10 points or 10% of course grade). This learning opportunity invites you to consider and select digital technology for supporting K-6 student writing, ways to incorporate within a mini lesson.

Final Exam (5 points or 5% of course Grade). Specific instructions and schedule to follow.

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, and carefully proofread and edited. In fact, use of the Campus Writing Center is expected. 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*
			<i>*[a "D" or lower means that the course will need to be repeated in the SOE]</i>
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: Plan to purchase, in addition to your usual class notebook, a composition book for your writer's notebook (no spiral). These are inexpensive and useful. You may need to purchase other supplies like poster board, paper, etc. for your minilessons.

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.

<i>Learning Outcomes</i>	<i>Course Topics</i>	<i>Assessments</i>	<i>Standards</i>
1. Develop a foundational knowledge of the development of writing in young children, beginning from birth and continuing through the upper elementary grades.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. b. Deploy varieties of instruction, strategies, and materials to teach writing as a process. c. Teach writing as a complex social process	<ul style="list-style-type: none"> Responding in writing to writers The literature-based classroom Rich text environments Applying good teaching of writing practices to our teaching lives Applying knowledge of development of writing to a real writer 	TechConnection to teaching Mini lessons Case Studies Grammar & mechanics	*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

<p>related to reading, talking, thinking more.</p> <p>d. Teach writing in such a ways that values and respects the purposes that writers bring to their writing.</p>			
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COURSE POLICIES

Everything Canvas: <http://www.uttyler.edu/canvas/>

DEVICES IN CLASS: Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

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 uses a hybrid format with both face-to-face meetings and other classes held entirely online – it is up to 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 UT-Tyler email daily**, and Canvas regularly 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.

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

Computer Literacy Requirement

You are expected to use Microsoft Word for all assignments (unless otherwise instructed). Documents submitted in alternative software (e.g. Pages; Rich Text) will not be accepted. 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, copy and paste your text into the message pane; 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 UTT library, visit it and note the CHAT feature. This can be a lifesaver. Check out this help page too <http://library.uttyler.edu/help>

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Minilesson1; or Consalvo_ReflectionStudentWriting). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable).

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 lifesaver. The design of your work is an important factor in its readability.

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/>

Timeliness and Participation: REALLY 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. Assignments are **due on the day and by the time** on which they appear.

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 the being a teacher.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

****Students are responsible for all work despite any missed modules/classes.****

Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage 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.*****

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a significant lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings 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. You don't know what you don't know.
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.
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 before or after class, in my office, or by email.

BIBLIOGRAPHY

- Applebee, A. N. & Langer, J. A. (2009). What is happening in the teaching of writing? *English Journal*, 98(8), 18-28.
- 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](#).

Fall 2021 READ 3326

Tentative 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 no later than Monday at 5:00pm. A Canvas Announcement will be sent to all students when each week's module is open.

NOTE 2: All assignments are due by 11:59 p.m. on Sundays, unless otherwise noted.

NOTE 3: The most current version of what-is-due-when is on Canvas. Each week has a corresponding module page—please look there.

Week; Date of Class; Mode	Tentative: Activities Schedule & Assignments Due
Week 1 Mon. 01/11/21 to Sun. 01/17/21	<p><i>Topic: What is writing workshop and why is writing important?</i></p> <p>LECTURE: What is Writing Workshop and Why is it Important? LECTURE: Six-Traits Writing Assessment LECTURE: Serravallo walk-through (1) LECTURE: <i>Course Overview</i> (syllabus review, books, Canvas, expectations; overview of semester) LECTURE: <i>Introduce Assignment:</i> Three Case Studies (due 02/07, end of Wk 4).</p> <p>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).</p> <p style="padding-left: 40px;">Do the four short “Try This” exercises in chapter 1 and at the end of each, write a couple of sentences of reflection.: 1) Reclaiming the spark (p. 15); 2) When I write I... (p. 16); Rooting out the voices in the margins (p. 17); and, Write a letter to your critic (p. 10).</p> <p>DUE (1/17): Meet and Greet DUE (1/17): Chapter 1’s four “Try This” exercises.</p>
HOLIDAY	<p><i>Martin Luther King Holiday 01/18/21</i></p>
Week 2 Tuesday 01/19/21 to Sun. 01/24/21	<p><i>Topic: Rich Text Environments:Applying good writing practices to our teaching lives</i></p> <p>LECTURE: What is a rich text environment? The role of “making” in writing workshop. LECTURE: Serravallo walk-through (2) LECTURE: Understanding and using the ELAR 2017 (Writing) TEKS</p> <p>READ: Lane (2008) Chapter 2 “Time + space + choice = Real Writing” (pp. 22-43) Do the six <i>short</i> “Try This” exercises in chapter 2 and at the end of each, write a couple of sentences of reflection.: 1) My writing process (p. 29); 2) A floor plan for writing (p. 33); 3) Write about how you can’t write (p. 35); 4) People, places, events (p. 36); 5) What are you good at? Authority lists (p. 36-37); and 6) A timeline of your life (p. 37-38).</p> <p>DUE (1/24): Chapter 2’s six “Try This” exercises.</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
Week 3	<p><i>Topic: Writing Process Stages and Early Writing Development</i></p>

<p>Mon. 01/25/21 to Sun. 01/31/21</p>	<p>LECTURE: Emergent Writing (K-2) LECTURE: How to norm with other teachers: Putting the writing and the rubrics together LECTURE: Serravallo walk-through (3) LECTURE: <i>Introduce Assignment:</i> Videos of Excellent Classroom Practice and Discussion [due 03/21, end of Wk 9] LECTURE: <i>Introduce Assignment:</i> Grammar/Mechanics Self-Paced Assessment and Improvent [due 03/28, end of Wk 10]</p> <p>READ: Lane (2008) Chapter 3 “Creating a question culture through writing” (pp. 44-59) <u>Do</u> the five “Try This” exercises in chapter 3: 1) Interrogative CRP: Putting the quest back in question (pp. 47-48); 2) The question blitz (p. 49-50); 3) Hold your own press conference (p. 51); 4) Teach “ooh!” facts (p. 53); 5) Start with a spark (pp. 54-55).</p> <p>We're getting reading to write and do minilessons-- this is a very easy, low-stakes practice session -- so have fun with it!</p> <p>If your last name begins with A, B, or C you do Exercise #1. If your last name begins with D, E, F, or G you do Exercise #2. If your last name begins with H, I, J, K, or M you do Exercise #3. If your last name begins with N, O, P, Q, or R you do Exercise #4. If your last name begins with T, U, V, W, X, Y, or Z you do Exercise #5.</p> <p>Five “Try This” exercises in chapter 3: 1) Interrogative CRP: Putting the quest back in question (pp. 47-48); 2) The question blitz (p. 49-50); 3) Hold your own press conference (p. 51); 4) Teach “ooh!” facts (p. 53); 5) Start with a spark (pp. 54-55).</p> <p>Write out the exercise. assigned to you, using the same format that is in the Lane book (e.g. title, model it, do it, debriefing) ADJUST/REVISE based on an idea unique to you. Imagine yourself in a specific grade -- "I have revised Exercise 4 to teach in a fourth grade class" because that will impact what you 'say' in writing. You can even use some of Lane's language--but do change it up! And be sure you give him credit (e.g. minilesson based on Lane (2008) <i>But how do you teach writing?</i> p. 53). Use Lane as a scaffold, but put your own originality in there! For example, for Exercise #1, come up with your own "most boring" list. For exercise #2, come up with your own topic and include examples of what your students might ask you. And so on!</p> <p>For the Discussion: POST: Copy and paste your work into the Discussion pane. In the Subject Line use the NAME of the exercise and the grade you are aiming at (e.g. Teach “ooh!” facts--3rd grade). COMMENT: Get around to at least two classmates and leave a constructive, positive, helpful comment that is specific and encouraging.</p> <p>DUE (01/31): Chapter 3’s “Try This” exercises</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 4 Mon. 02/01/21 to Sun. 02/07/21</p>	<p><i>Topic: Writer’s Notebooks in Your Teaching (and) Mentor Texts</i></p> <p>LECTURE: College student memoirs as mentor texts. Exploring options for your own work in voice, structure, pacing using “My Life on the Run”; “Bigger is Better”, & “Thanksgiving” LECTURE: Serravallo walk-through (4) LECTURE: <i>Introduce Assignment:</i> Memoir Project [due 03/07, end of Wk 8] LECTURE: <i>Introduce Assignment:</i> The Writer’s Notebook (WNB) [due 04/18, end of Wk 13]</p>

	<p>READ: Lane (2008) Chapter 4 “A playground of possibility: Using a writer’s notebook” (pp. 60-79)</p> <p>DUE (02/07): Three case studies (Introduced in Wk 1) DUE (02/07): WNB work for Memoir (heart map)</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 5 Mon. 02/08/21 to Sun. 02/14/21</p>	<p><i>Theme: Creating a community—of writers—talking, reading, writing--together</i></p> <p>LECTURE: Serravallo walk-through (5) LECTURE: The Language of Response: Peer Conferencing (for you, and for your future students)</p> <p>READ: Lane (2008) Chapter 5 “One writer’s workshop to go, tomorrow” (pp. 80-95) Do – on your own, choose one of Lane’s “Try This” <u>mini-lesson</u> outlines in Chapter 6 (however, <u>do not use</u> “The Story Circle” on page 98). Choose from 1) “Growing a story from a character (p. 101-102); 2) “What-iffing…” (pp. 103); 3) “The three-act story” (pp. 104-106); or, 4) “The three-act documentary: Using sticky notes to tell the story” (pp. 107). ➤ Use the <u>minilesson of your choice as a template for YOUR OWN.</u> ○ Following Lane’s minilesson, rewrite using YOUR OWN EXAMPLES.</p> <p>DUE (02/14): Chapter 5’s “Try This” exercises (choose one, do it, then write a short reflection, turn in: directions above). DUE (02/14): WNB work for memoir (heart map continued) DUE (02/14): Peer Conferencing (#1 of 2)</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 6 Mon. 02/15/21 to Sun. 02/21/21</p>	<p><i>Topic: The power of narrative as a foundation to writing</i></p> <p>LECTURE: Serravallo walk-through (6) LECTURE: Introduce Assignment: Minilessons—Writing Them; Teaching Them [#1 due 04/04, end of Wk 11; #2 due 04/11, end of Wk 12; #3 due 04/18, end of Wk 13]</p> <p>READ: Lane (2008) Chapter 6 “Story matters: Using narrative to teach all writing and succeed in life” (pp. 96-110)</p> <p>DO: <i>Make your Campus Writing Center online appointment for Week 6, 7, or (preferably) 8.</i> DO: <i>Memoir drafting work: get reading for your upcoming writer’s conference—expand three topics to two pages each. Total of six pages of writing.</i></p> <p>DUE (02/21): Writing Conferences Week 1 of 2 (depending on when you signed up for your WC)</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 7 Mon. 02/22/21 to Sun. 02/28/21</p>	<p><i>Topic: Beyond quizzes and book reports: Genre study and using genres to organize your year</i></p> <p>LECTURE: Genre study as perfect integration of reading and writing LECTURE: Serravallo walk through (7)</p> <p>READ: Lane (2008) Chapter 7, “Genre, gender, and je ne sais quoi: Creating writing assignments that last forever” (pp. 111-127).</p>

	<p>DO: <i>Memoir drafting work: get reading for your upcoming writer's conference</i></p> <p>DUE (02/28): Peer conferencing (#2 of 2)</p> <p>DUE (02/28): Writing Conferences Week 2 of 2 (depending on when you signed up for your WC)</p> <p>DUE (02/28): Library Online Lesson and Quiz over Genre Study</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 8 Mon 03/01/21 to Sun. 03/07/21</p>	<p><i>Topic: Applying Knowledge of Development of Writing to Real Writers</i></p> <p>LECTURE: Writing the world; Interest-based research writing (and reading) also called PBL</p> <p>LECTURE: <i>Introduce Assignment: "Find an App"</i> [a]choice of app due Wk9-03/21; b) full project due Wk10-03/28]</p> <p>READ: Lane (2008) Chapter 8 "Literacy without boundaries" (pp. 128-140)</p> <p>DUE (03/07): Full Memoir Project</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
03/08/21 to 03/12/21	<i>Spring Break</i>
<p>Week 9 Mon. 03/15/21 to Sun. 03/21/21</p>	<p><i>Theme: Back to the writing process – all of it!!</i></p> <p>LECTURE: Revision actually means to see something with new eyes (there, that's not so bad!)</p> <p>LECTURE: Serravallo walk-through (8)</p> <p>READ: Lane (2008) Chapter 9 "It's done...not! Learning the find the "aha!" moments of revision (pp. 142-166).</p> <p>DUE (03/21): Discussion over Four Videos (Inside Writing Communities, Grades 3-5) [introduced in Week 2]</p> <p>DUE (03/21): "Find an App" [choice of app due on Google doc—Introduced in Wk 8]</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 10 Mon. 03/22/21 to Sun. 03/28/21</p>	<p><i>Theme: Technology and Grammar</i></p> <p>LECTURE: Incorporating technology into the writing classroom; teaching grammar in context</p> <p>READ: Lane (2008) Chapter 10 "Grammar got run over by a reindeer: Teaching skills in a fun context" (pp. 167-179)</p> <p>DUE (03/28): Grammar & Mechanics Assignment [introduced in Week 1]</p> <p>DUE (03/28): Canvas Discussion "Find an App" [Introduced in Week 8]</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 11 Mon. 03/29/21 to Sun. 04/04/21</p> <p><i>March 29 is the last day to withdraw from a course with a W on transcript.</i></p>	<p><i>Theme: Assessment, equity, and an appreciative gaze</i></p> <p>LECTURE: Valuing student voice and choice in the writing classroom.</p> <p>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)</p> <p>DUE (04/04): Minilesson #1 [Introduced in Wk 6]</p>

	E-learning activity TBD (e.g. discussion, reflection, response, etc.)
Week 12 Mon. 04/05/21 to Sun. 04/11/21	<p><i>Theme: The power of a professional organization</i></p> <p>LECTURE: Navigating and participating in a really big ELAR organization—why and how</p> <p>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)</p> <p>DUE (04/11): Minilesson #2 [Introduced in Wk 6]</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
Week 13 Mon. 04/12/21 to Sun. 04/18/21	<p><i>Theme: Thinking about the whole year – the “arc” of the writing year!</i></p> <p>LECTURE: Designing your curriculum as well as your space! Remember, it’s the meaningful invitations and the community that you build – not the Pinterest-worthy décor ;-)</p> <p>LECTURE: Serravallo’s appendices</p> <p>DUE (04/18): Minilesson #3 [Introduced in Wk 6] DUE (04/18): Writer’s Notebook (WNB) [introduced in Week 4]</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
Week 14 Mon. 04/19/21 to Sun. 04/25/21	<p>Last class</p> <p>LECTURE: Full introduction of Final Exam.</p> <p>DUE (04/25): WHOLE MINILESSON PROJECT (see directions)</p> <p><i>E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<i>Last week of classes</i>	
FINALS WEEK	Final for this class is ONLINE and is due by Wednesday 04/28/20 by 11:59pm.
<i>Study Day 04/26/21</i> <i>Finals 04/27-04/30/21</i>	