



LIST 5346: Teaching the Writing Process

Fall 2013

Instructor Information:

Instructor: Peggy Semingson, Assistant Professor
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Course website (Blackboard): <http://elearn.uta.edu>

Faculty Profile: <https://www.uta.edu/mentis/profile/?2555>

Course website: <https://elearn.uta.edu> [Blackboard; login with NetID and Password]

YouTube channel (optional videos): <http://www.youtube.com/user/peggysemingson>

Instructor Bio:



Dr. Peggy Semingson is an assistant professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious [Platinum level – Best Practices Award for Excellence in Distance Learning Teaching](#) from the United States Distance Learning Association (2013). She is also the recipient of the 2013 Regents' Outstanding Teaching Award given by the UT System.

Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy

assessment for Guilford Press and most recently was co-author of an article in Teachers College Record. She has also published in State of Reading, English in Texas, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She is also interested in digital pedagogies and the ways that online learning can be personalized and builds community. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She has an identical twin sister and a four- year-old niece and has lived in Alaska, Southern California, and Texas. Her favorite things to do include: swimming, cooking, reading (of course!), and technology. Her goal is to learn as much about technology as possible!

Course Information:

Course Title:	<i>Teaching the Writing Process</i>
Course Number:	LIST 5346, Online Section 001 & 002
Semester:	Fall, 2013

Instructor's Note:

Please read through the entire syllabus before the course begins. Please look through all of the resources on Blackboard.

Catalog Description

Current research and theory on the writing process, how children develop as writers, the teacher's role, the learning environment, and motivation, assessment, and evaluation in writing.

LIST 5346. Teaching the Writing Process (3-0)

This course focuses on strategies for teaching prewriting, drafting, revising, editing, and publishing through writing workshop, literature focus units, and thematic units as well as through the content areas. Both writing assessment with rubrics and evaluation with portfolios are studied. Students compose both expository and expressive pieces as well as design and micro teach mini-lessons and an integrated writing unit.

Graded A,B,C,D,F,P,W

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

All texts are required, except the last two books where you will select either one depending on if you have an elem. ed. focus or a secondary ed. focus.

1. Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse Publishers. Elementary. **Required by All.**
2. Lane, B. (1993) *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann. ISBN 0-435-08714-2. **Required by All.**
3. Romano, T. (2004) *Crafting authentic voice*. Portsmouth, NH: Heinemann. ISBN 0-325-00597-4. **Required by All.**

4. Fletcher, R. & Portaluppi, J.(2007). *Craft lessons: Teaching writing K through 8*. York, ME: Stenhouse Publishers. Second Edition. **Required by All.**
5. Routman, R. (2005) *Writing essentials*. Portsmouth, NH: Heinemann. ISBN 0-325-00601-6. Just for ****Elementary only**.**
6. Zemelman, S. & H. Daniels. (1988) *A community of writers: Teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann. ISBN 0-435-08463-1. ****Just for Junior High and Secondary**.**

Optional Texts:

Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heineman. This book is recommended for all students.

Bomer, K. (2010). *Hidden Gems: Naming and teaching from the brilliance in every student's writing*. Portsmouth, NH: Heineman.

Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the UTA Bookstore.

Other readings

Information on Videoconferencing:

Read through the Videoconference tutorial (brief): **Tutorial:** <http://www.uta.edu/blackboard/students/collaborate-web-conferencing.php>

Textbook(s) and Materials: TK20 Requirement

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

Professional Dispositions Statement (Approved by Teacher Education Council, 2-7-2012)

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with

candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.]
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
 - Shows a willingness to use and apply emerging technologies in work.
- Shows interest in the learner and the learning-process
- Demonstrates significant learning improvement over time.
 - Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

As a result of participation in *LIST 5346: Teaching the Writing Process* students will be able to:

- **Participate in an online writing community sharing their own writing and responding to members of the community.**
 - **Read, respond, and discuss a variety of classic and contemporary writing pedagogy texts.**
 - **Take a piece of freewriting completely through the writing process: drafting, revising, conferencing, editing, and publishing.**
 - **Create a writing unit appropriate to the grade level they are teaching or want to teach**
- Course Calendar and Outcomes, Assignments, and Standards**

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to three days after a deadline but a penalty of 25% will be assessed any assignment that is late. After the late work submission deadline, you cannot receive credit for an assignment. Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

Policies:

- Complete all assignments by the due date posted. Some assignments may be accepted for several days after a deadline but a penalty of 25% will be assessed any assignment that is late. All discussion areas/exams will be permanently closed one week after assignment deadlines, and you will not be allowed to post in those areas.
- Maintain copies of all work submitted.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

Tentative lecture/topic schedule:

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

Course Session Topics:

Session 1:

The Writing Process and Qualities of Voice

Session 2:

The Culture of Writing

Session 3:

Developing and Implementing Writing Activities

Session 4:

Assessment and Evaluation

Session 5:

Advocacy and Creating a Language of Craft

Session 6:

Session 7:

Putting All the Puzzle Pieces Together

*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.

This course runs from 08/22/13-12/04/13**Session One/Week 1 Starts the Week of August 26, 2013****Videoconferences will take place during Weeks 4, 6, 8, 10, 12****Calendar of Readings, Assignments, Standards, and Objectives:****Elementary Focus Students (EC-6)**

Session One (weeks 1 & 2)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
<i>No writer's corner for Session One only. We will begin writer's corner in Session Two.</i>	The Writing Process and Qualities of Voice	RR: "The Essential Writing Life," pp. 1 - 50 Romano Part I: "The Delight and Dilemma of Voice," pp. 1 – 19 Part II: "Qualities of Voice," pp. 21 - 39 Mentor Texts: Chapter One (p. 1-18) Professor-Authored Readings (Session Content)	Begin to free write—based on <u>ten</u> 30-minute writing sessions over a period of two weeks. These daily writings will not be "due" until Writer's Corner in <u>Session Two</u> .	Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.
Original Reader Response postings due 09/05/13 and formal replies due 09/07/13 by 6 pm; informal replies due by 11:59 pm on 9/07/13.	* * * Please note Reading assignments are due on <i>alternate weeks</i> from the Writers' Corner assignments. * * *			

Grades 7 – 12 (Secondary Focus students)

Session One (weeks 1 & 2)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
No writer's corner for session One only. We will begin writer's corner in Session Two.	The Writing Process and Qualities of Voice	Z&D " Process and Paradigm," pp. 1 - 43 Romano Part I: "The Delight and Dilemma of Voice," pp. 1-19 Part II: "Qualities of	Begin to free write—based on ten 30-minute writing sessions over a period of two weeks. These will not be due until Session Two.	Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.

		Voice," pp. 21 - 39 Mentor Texts: Chapter One (p. 1-18) Professor Authored Readings (Session Content)		
Original Reader Response postings due 09/05/13 and formal replies due 09/07/13 by 6 pm; informal replies due by 11:59 pm on 9/07/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Two (weeks 3 & 4)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
Writer's Corner 1 postings due 09/12/13 (11:59 pm) and formal replies due 09/14/13 by 6 pm; informal replies due by 11:59 pm on 9/14/13. Videoconference 1 during week 4; written post-videoconference reflection due Sunday 9/22.	The Culture of Writing	RR: "Teaching Essentials" Raising Your Expectations, pp. 53 - 118 Romano Part III: "Trust the Gush" pp. 21 - 122 Mentor Texts: Chapter 2-3 (pp. 19-68) Professor Authored Readings (Session Content)	Free write—based on ten 30-minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response 2 postings due 09/19/13 (11:59 pm) and formal replies due 09/21/13 by 6 pm; informal replies due by 11:59 pm on 9/21/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Two (weeks 3 & 4)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards

<p>Writer's Corner 1 postings due 09/12/13 (11:59 pm) and formal replies due 09/14/13 by 6 pm; informal replies due by 11:59 pm on 9/14/13.</p> <p>Videoconference 1 during week 4; written post-videoconference reflection due Sunday 9/22.</p>	The Culture of Writing	<p>Z&D "Creating a Community of Writers," pp. 47 - 116</p> <p>Z&D Writing to Learn, pp. 239 - 267</p> <p>Romano Part III: "Trust the Gush," pp. 21-122</p> <p>Mentor Texts: Chapter 2-3 (pp. 19-68)</p> <p>Professor Authored Readings (Session Content)</p>	Free write—Based on ten 30-minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
<p>Original Reader Response 2 postings due 09/19/13 (11:59 pm) and formal replies due 09/21/13 by 6 pm; informal replies due by 11:59 pm on 9/21/13.</p>	<p>*** Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. ***</p>			
Session Three (weeks 5 & 6)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
<p>No writer's corner will be posted this week; however, please continue to write on your own five 30-minute sessions a week!</p> <p><u>Mentor Text Background and Overview of Unit (Part 1) Due by 9/29/13.</u></p> <p>Videoconference 2 during week 6; written post-videoconference reflection due Sunday 10/06.</p>	Developing and Implementing Writing Activities	<p>RR: "The Essential Writing Day," pp. 141-234</p> <p>Romano Part IV: Crafting Authentic Voice pp. 123-199</p> <p>Mentor Texts: Chapter 4 (69-98)</p> <p>Professor-Authored Readings (Session Content)</p>	<p>Free write—based on ten 30-minute writing sessions over a period of two weeks.</p> <p><u>Mentor Text Background and Overview of Unit (Part 1) Due by 9/29/13.</u></p>	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
<p>Original Reader Response 3 postings due 10/03/13 (11:59</p>	<p>*** Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. ***</p>			

pm) and formal replies due 10/05/13 (6 pm); informal replies due by 11:59 pm on 10/05/13.				
Grades 7 – 12 (Secondary Focus students)				
Session Three (weeks 5 & 6)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Writer's Corner 2 postings due 10/10/13 (11:59 pm) and formal replies due 10/12/13 (6 pm); informal replies due 10/12/13 by 11:59 pm. Videoconference 2 during week 6; written post-videoconference reflection due Sunday 10/06.	Developing and Implementing Writing Activities	Z&D "Designing and Conducting Writing Activities," pp. 117-201 Romano Part IV: Crafting Authentic Voice, pp. 123-199 Mentor Texts: Chapter 4 (69-98) Professor Authored Readings (Session Content)	Free write—Based on ten 30 minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response 3 postings due 10/03/13 (11:59 pm) and formal replies due 10/05/13 (6 pm); informal replies due by 11:59 pm on 10/05/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Four (weeks 7 & 8)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
Writer's Corner 2 postings due 10/10/13 (11:59 pm) and formal replies due 10/12/13 (6 pm); informal replies due 10/12/13 by 11:59 pm. Videoconference 3 during week 8; written post-videoconference reflection due Sunday 10/20.	Assessment and Evaluation	RR "Making Assessment Count," pp. 238-255 Part V: Voice and Identity, pp. 201-218 Professor Authored Readings (Session Content)	Free write—based on ten 30-minute writing sessions over a period of two weeks.	Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Original Reader	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner			

Response 4 postings due 10/17/13 (11:59 pm) and formal replies due 10/19/13 (6 pm); informal replies due by 11:59 pm on 10/19/13.	assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Four (weeks 7 & 8)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Writer's Corner 2 postings due 10/10/13 (11:59 pm) and formal replies due 10/12/13 (6 pm); informal replies due 10/12/13 by 11:59 pm. Videoconference 3 during week 8; written post-videoconference reflection due Sunday 10/20.	Assessment and Evaluation	Z&D Evaluating Writing, pp. 205-219 Part V: Voice and Identity, pp. 201-218 Professor Authored Readings (Session Content)	Free write—Based on ten 30 minute writing sessions over a period of two weeks.	Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Original Reader Response 4 postings due 10/17/13 (11:59 pm) and formal replies due 10/19/13 (6 pm); informal replies due by 11:59 pm on 10/19/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Five (weeks 9 & 10)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				

For writer's corner 3, publish your finished piece to Writer's Corner Group by 10/24/13 (11:59 pm) and formal replies due by 10/26/13 (6 pm); informal replies due by 11:59 pm. <u>Mentor Text Lesson 1 due</u> 10/27/13 to Assignments Videoconference 4 during week 10; written post-videoconference reflection due Sunday 11/03.	Advocacy and Creating a Language of Craft	RR: Advocacy is Also Essential, pp. 259-288 Lane—Creating a Language of Craft: Part One— pp.53-118 Mentor Texts: Chapters 5-6 (pp. 99-158) Professor Authored Readings (Session Content)	Post a completed piece based on your daily writing work in the Writer's Corner. Post by <u>OCTOBER 24</u> Also, submit your final piece to Blackboard Assignments by 10/24. Please also post your Personal Piece to TK20 by 10/24 (11:55 pm).	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility.
Reader Response Postings due by 10/31/13 (11:59 pm) and formal replies due 11/02/13 (6 pm); informal replies due by 11:59 pm on 11/02/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Five (weeks 9 & 10)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
For writer's corner 3, publish your finished piece to Writer's Corner Group by 10/24/13 (11:59 pm) and formal replies due by 10/26/13 (6 pm); informal replies due by 11:59 pm. <u>Mentor Text Lesson 1 due</u> 10/27/13 to Assignments. Videoconference 4	Advocacy and Creating a Language of Craft	Lane—Creating a Language of Craft Part One—pp.11-52 Lane—Creating a Language of Craft Part One—pp.53-118 Mentor Texts: Chapters 5-6 (pp. 99-158) Professor Authored Readings (Session Content)	Post a completed piece based on your daily writing work in the Writer's Corner. Post by <u>OCTOBER 26</u> . Also, submit your final piece to Assignments.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility.

during week 10; written post- videoconference reflection due Sunday 11/03.				
Reader Response Postings due by 10/31/13 (11:59 pm) and formal replies due 11/02/13 (6 pm); informal replies due by 11:59 pm on 11/02/13.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Six (weeks 11 & 12)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
We are done with Writer's Corner! <u>Mentor Text Lesson Plan 2 Due 11/17/13.</u> Videoconference 5 during week 12; written post- videoconference reflection due Sunday 11/17.	The Writer's Struggle	Lane—The Writer's Struggle: Part Two, pp. 133-22 Mentor Texts Select two chapters from chapters 7-9. Start reading the first half of <i>Craft Lessons</i> . Professor Authored Readings (Session Content)	Reader Response	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
We are done with Reader Response!				
Grades 7 – 12 (Secondary Focus students)				
Session Six (weeks 11 & 12)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
We are done with Writer's Corner! <u>Mentor Text Lesson Plan 2 Due 11/17/13.</u> Videoconference 5 during week 12; written post- videoconference reflection due Sunday 11/17.	The Writer's Struggle	Lane—The Writer's Struggle: Part Two, pp. 133-222 Start reading the first half of <i>Craft Lessons</i> . Mentor Texts Select two chapters from chapters 7-9. Professor Authored Readings (Session Content)		Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
We are done with Reader Response!				

Session Seven (weeks 13 & 14)	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)& Grades 7 – 12 (Secondary Focus students)				
Mentor Text Unit assignment due by 12/01/13 (11:59 pm) to Assignments.	Putting all the puzzle pieces together: The Mentor Text Unit	Finish reading <i>Craft Lessons</i> . Professor Authored Readings (Session Content)	<u>SUBMIT Final Mentor Text Unit by December 01 to Blackboard Assignments.</u>	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
<i>We are done with the course! ☺</i>				

Grade Calculation:

Grading for the course will be as follows. Your final grade will be determined according to the following scale:

Grading Scale

A = 93 – 100%
 B = 84 – 92%
 C = 75 – 83%
 D = 70 – 74%
 F below 70%

GRADE CALCULATION: 330 total points possible

Assignment	Points Possible	Grading Scale
<i>Mentor Text</i> Lesson Plans and Final Unit <ul style="list-style-type: none"> Background Overview (10 points) Lesson Plans 1 (25 points) Lesson Plan 2 (25 points) <u>Final</u> Mentor Text Unit, <i>including Lesson Plan 3</i> (40 points); compile your entire unit into <u>one document</u>. Revise lessons 1 and 2 based on feedback and your desire to improve the plan. Be sure to include any rubrics or anchor charts. Proofread your document before submitting. Be sure your materials are all original and your own work (including rubrics and anchor charts). 	100	A = 307-330 points (93 – 100%) B = 277-306 points (84 – 92%) C = 247-276 points (75 – 83%) D = 231-246 points (70 – 75%) F = below 231 points (below 70%)
Personal Writing Assignment	30	
Upload Personal Writing Assignment to TK20	10	

Reading Response, Replies, & Assessment (5 sets @ 20 points each)	100	
Writer's Corner Posts, Replies, & Assessment (3 sets @ 20 points each)	60	
Videoconference sessions and reflections (5 sessions + reflections X 5 points each)	25	
Weeks: 4, 6, 8, 10, & 12		
General Introduction to the Discussion Board (5 points). Do a 1-2 paragraph introduction and 2-3 comments to classmates by the due date (August 28, 11:59 pm).	5	
TOTAL	330 points	

Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/ses/fao>).

Americans with Disabilities Act (ADA): The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Honesty Statement

***Please include the Academic Honesty Statement for all assignments for LIST 5346.**

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Academic Honesty: Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

For LIST 5346, please include the academic honesty statement description for all assignments

Plagiarism Policy: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. For additional information related to plagiarism, please read the paper from the link below.
<http://www.indiana.edu/~wts/wts/plagiarism.html>

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Make-up Exams: Students are expected to be here for exams. Exams can be made up if the student communicates the nature of the reason the exam was missed. If the exam was missed due to a true emergency, then the exam can be made up.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog see: for graduate courses, see
http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade_grievances

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at
<http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Commitment to Diversity: *In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.*

Literacy Studies Late Work and Attendance Policy

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

Course Learning Goals

LIST 5373 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES The learner:	Assignments / Assessments	National Standards	TExES Domains / Competencies
Content Knowledge IRA Standard 1: Foundational Knowledge 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. TExES Reading Specialist Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.	<ul style="list-style-type: none"> • Reading Responses and Class Discussion • Daily Writing and Discussion • Mentor Text Unit • Personal Piece & reflection (final draft) 	IRA Standard 1: Foundational Knowledge	TExES Reading Specialist Competency 008 (Written Language)

<p>The beginning reading specialist:</p> <ul style="list-style-type: none"> • Recognizes the reciprocal nature of reading and writing, the similarities and differences between spoken and written language, and the relationships among listening, speaking, reading, and writing. • Demonstrates knowledge of the developmental continuum of students' written language, including milestones in physical and/or cognitive processes (e.g., letter formation, spelling, sentence construction, paragraph development). • Knows how to create an environment in which students are motivated to express their ideas through writing and how to use appropriate instructional strategies and sequences for developing students' writing throughout the writing process (e.g., prewriting, drafting, editing, revising). • Applies knowledge of instructional strategies for developing students' meaningful writing for a variety of audiences, purposes, and settings. • Applies knowledge of instructional strategies for developing students' writing in connection with listening and speaking and in response to reading. • Knows how to provide students with opportunities to self-assess their writing (e.g., voice, coherence, depth of ideas, focus sentence-to-sentence movement) and elicit critiques of their writing from others. • Knows how to model the use of writing conventions and appropriate grammar and usage to communicate clearly and effectively in writing and to reinforce students' use of writing conventions and appropriate grammar and usage. • Demonstrates understanding of the role of spelling and graphophonemic knowledge in reading and writing, factors that affect students' spelling, the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional), how and when to support students' development from one stage to the next, and procedures for providing systematic spelling instruction. • Applies knowledge of the benefits of technology for teaching writing (e.g., word processing, desktop publishing software). • Knows how to formally and informally monitor and assess students' writing development, including their use of writing 			
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<p>conventions, and how to use assessment results to develop focused instruction that is responsive to students' strengths, needs, and interests to reinforce students' writing skills.</p> <ul style="list-style-type: none"> • Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention. <p>Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> • The beginning reading specialist: • Knows about state and national standards and requirements that relate to reading and writing curriculum and instruction. • Knows how to develop systematic, sequential age-appropriate literacy instruction that reflects content and performance standards, components of a comprehensive literacy program, students' strengths and needs, and a convergence of research evidence. • Applies knowledge of educational theories that underlie instructional practices and components of effective instructional design. • Applies knowledge of instructional methods and resources to provide effective literacy instruction that addresses various student dialects, learning preferences, and modalities. • Knows how to select materials and provide instruction that promotes respect for cultural and linguistic diversity and fosters all students' literacy development. 			
<p>Pedagogical Knowledge & Skills—Instruction</p> <ul style="list-style-type: none"> • IRA 2.1 Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. • IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for 	<ul style="list-style-type: none"> • Reading Responses and Class Discussion • Daily Writing and Discussion • Mentor Text Unit • Personal Piece & reflection (final draft) 	<p>IRA 2.1-4.4</p>	<p>TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014</p>

<p>learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <ul style="list-style-type: none"> • IRA 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. • IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. • IRA 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties. • IRA 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. • IRA 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). • IRA 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. • IRA 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds. • IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners. • IRA 4.4 Motivate learners to be lifelong learners. 			
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Dispositions <ul style="list-style-type: none"> IRA 5.1 Display positive dispositions related to reading and the teaching of reading. IRA 5.2 Continue to pursue the development of professional knowledge and dispositions. TEXES Reading Specialist Competency 014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing,	<ul style="list-style-type: none"> Reading Responses and Class Discussion Daily Writing and Discussion Mentor Text Unit Personal Piece & reflection (final draft) 	RA 5.1-5.4	TEXES Reading Specialist Domain IV, Competency 014
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National Standards:

International Reading Association, Reading Specialist Standards

- Standard 1: Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.
- Standard 2: Instructional Strategies & Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Standard 3: Assessment, Diagnosis, & Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Standard 4: Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Standard 5: Professional Development: Candidates view professional development as a career-long effort and responsibility.

State Domains and Competencies:

TEXES Reading Specialist Domains & Competencies

http://www.texas.ets.org/assets/pdf/test_descriptions/te_facmanappendixc_fld151_r.pdf

TEXES Reading Specialist Standards

<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054>

Learning Outcomes:

As a result of participation in LIST 5346, Teaching the Writing Process students will be able to:

- Participate in an online writing community sharing their own writing and responding to members of the community.
- Read, respond, and discuss a variety of classic and contemporary writing pedagogy texts.
- Take a piece of free writing completely through the writing process: drafting, revising, conferencing, editing, and publishing.
- Create a Mentor Text writing unit appropriate to the grade level they are teaching or want to teach.
- Describe the elements of the writing process from prewriting, brainstorming, drafting, revising, editing, and sharing/publishing.
- Define and describe the different elements of teaching the writing process, including incorporating writing instruction across the curriculum.
- Describe and understand the role that assessment plays in the writing process and writing instruction.
- Compare the different writing genres and the role that mentor text and children's literature plays

- *in teaching the writing process across genres and modes of writing.*
- *Understand the role of the writing process in the structuring of the writing workshop in the language arts curriculum.*
- *Design writing instruction that is integrated with reading, writing, listening, and speaking.*

DETAILED GUIDELINES FOR ASSIGNMENTS:

Using the Class Discussion Board:

Your instructor will post important information about this course on the Class Discussion Board. For this reason, you should check the Discussion Board frequently.

The Class Discussion Board is also the forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the Class Discussion Board for the benefit of all students. Your instructor will try to respond to your questions as quickly as possible. If you need to discuss an issue with your instructor privately, you should do so by email.

You will be required to respond to readings from the required texts. You need to cite at minimum of one key point from each of that week's required readings. Be sure to also include a minimum of one point from the Professor Authored Readings!

You will collaborate with a "mini" learning community in order to process the readings, share experiences and understandings. This is a very vital part of the learning that takes place in this class. The connections you make by networking through discussion will support you in this class, and may provide professional support afterwards also. Class e-mails will be provided to help this sense of community.

You will be required to post your reaction to each and all required readings in the appropriate place on the discussion board. The instructors will post team assignments in the Discussion Area and/or on the course Web page. Here's an opportunity for you to question further, ask for clarification, acknowledge, affirm, and/or extend what you've learned. You may respond to discussion in any of the team folders, but you must post your initial response within your own team folder.

What you write is dependent on how you react to each chapter. The objective for reader response is to get you to connect to your existing schema (the way you organize experience) and to connect to the reading. For example, can you relate any of your teaching and learning experiences to some of the concepts, issues, theories, and/or strategies you have found in the current reading? Might some of these new learning elements be useful in your present learning or teaching situation? Is there a time they would have helped you learn more effectively or less effectively than in the past?

READING RESPONSE, REPLIES, & ASSESSMENT HAS TWO PARTS (RESPONSE, REPLIES).

Standards Link:

1. **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
2. **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

Description: Candidates will engage in an online discussion in response to the textbook and Professor-Authored readings. The online discussion has two parts: a) candidate's original response to readings, and b) candidate's replies to peers.

Format and Content: Arrange assignment in the sequence that follows with the required sections/ subheadings and the content points noted.

Part A (Response): Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule), as well as personal reactions to the material. Candidates should make ONLY ONE posting for the lessons (usually two or three lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.

3. **Seven Key Points I Learned/I Found Interesting:** Candidates will cite seven or more specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
4. **Three Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least three specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
5. **Two Points I Would Like More Information About:** Candidates cite at least two pieces of information from the textbook or online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

Part B (Replies):— Following response posting, candidates will return to the discussion board to read and reply to at least two peer's responses. Label replies as Reply 1A and Reply 1B, etc. The format for the reply part of this assignment is as follows.

Personal Connections: Why did you choose this posting to respond to?

Discussion: What questions or comments do you have for the author of the response posting?

Extension: How can you extend the conversation on this posting? (Share specific resources, experiences, etc.). Try to include links to specific websites, online videos, writing lesson plan resources, rubrics, etc. that will be highly useful to our teaching.

The rubric to be used for grading the Reader Response Discussion Board will be posted on Blackboard and will be sent via UTA email.

DAILY WRITING-WRITER'S CORNER DISCUSSION BOARD

Daily Writing: I ask that you write daily for 30 minutes a day, five days a week. There is not a word limit. Just give yourself the gift of time. Post that writing in the Writers' Corner Café at the scheduled meeting times and "gather" there to give positive feedback to your peers.

Instructions for Writers' Corner Café: This is a conference area for you to post your personal/professional writing - works in progress. Here you'll function as a writers' group by seeking feedback and giving feedback to others.

Every other week (check schedule above for dates) post your compiled work from your daily writing. If you have specific feedback you would like, ask for it. Otherwise, your colleagues will be given some suggestions for how to respond to your work, and you will be given instructions for how to respond to theirs. Your grade on this assignment is based on effort and participation (see rubric below). You need to be honest with yourself and us about how much time you have spent in writing that week. If you look at it as a "gift" of time just for you and your thoughts, it may help you to spend that time. You may write new material each week, or you may begin significant revisions on old material, or you may do both. The time is yours. Please label each one of the ten writing sessions (e.g., 30-minute sessions) with the date and time, e.g., "Writing Session #1/September 1, 2013". Each writing session should be very clearly labeled with the number (for a total of ten) and date.

WRITER'S CORNER POSTS AND REPLIES HAS TWO PARTS (POST AND REPLIES).

Standards Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

You will collaborate with a "mini" learning community in order to share your personal free-writing that be the basis for the development of your final personal piece. This sharing, dialogue, and discussion is a very vital part of the learning that takes place in this class. The connections you make by networking through discussion will support you in this class, and may provide professional support afterwards also. Class emails will be provided to help this organization.

You will be required to post your compiled 30-minute writings for the two-weeks to the appropriate place on the discussion board. The instructors will post team assignments in the Discussion Area and/or on the course web page. Here's an opportunity for you to question further, ask for clarification, acknowledge, affirm and/or extend what you've learned. You may respond to discussion in any of the team folders, but you must post your initial response within your own team folder.

Writer's Corner Post and Replies

Standards Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

Description:

Part A: Post your writer's corner posts as one continuous word document. Date each daily 30-minute writing entry. You should have a total of 10 entries.

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to at least two peer's responses. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Grading Rubric

NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

The rubric to be used for grading the Writer's Corner Discussion Board will be posted on Blackboard and will be sent via UTA email.

COMPLETED PERSONAL WRITING ASSIGNMENT (SUBMIT TO ASSIGNMENTS AND ALSO TO TK20)

The final personal piece will draw upon one or more ideas from your writer's corner postings. You do not have to write about an overly personal topic. Your writing can take the form of, for instance, a(n):

1) photo-essay 2) collection of poems 3) literacy essay 4) non-fiction essay 5) persuasive essay 6) letter written to someone real or imaginary 7) short collection of vignettes 8) argumentative piece 9) series of blog posts [cut and paste into a word document for final submission].

These are just suggestions. The genre you pick is up to you. Your final piece should emerge from one or more of the topics generated in your daily writings and/or Writer's Corner Café posts.

- I encourage you to use multi-modality such as inclusion of pictures or visuals (that you own the rights to, or that are copyright free) embedded within your writing. In an age of digital writing, visuals are almost "expected" to some degree with digital writing. Try to include at least one visual, but it is not required.
- Many people like to write about a powerful moment or person(s) in their life. You are not limited to this, but as with the writing workshop approach, be sure your topic is personally meaningful to you. I highly recommend picking a topic that is "kid-friendly" that you could potentially share with your students.
- Please note that part of the IRA standards connect with the teacher-as-writer, so that is one of the primary purposes of this assignment! • You will need to start narrowing down the topic for your personal piece. You do not need to get approval for your final topic, but interacting with your instructor is encouraged to get early feedback on a potential topic. I strongly suggest brainstorming a list of topics from the get-go for this course.
- Proofread your final work carefully for completion, depth, and mechanics/ conventions. (It's always a good idea to have someone else read your work, specifically looking for typos and awkward phrasings.)
- **Length requirement. The final personal piece should be a minimum of 2-3 pages single-spaced.** I encourage you to include/insert your own visuals (copyright free and with proper permissions if others are in the pictures).

Completed Personal Writing Assignment: Post completed piece to Assignments and to TK20.

Descriptive: painting a picture with words (picture in your mind..., describe so clearly that...) Narrative: telling a story (tell about the time that..., share an experience about..., tell the story of...) Imaginative: unleashing your creative powers (pretend that..., what if..., imagine that...) Expository: observing and reporting (explain the steps..., tell about..., show how to...) Persuasive: constructing an argument (defend your position..., state your opinion...)

The rubric we'll be using in LIST 5346 is the Six Traits Analytic Model. We use it because many of the districts in Texas and elsewhere require teachers to use this model, and it provides an excellent analysis of the six traits that most influence writing:

1. Ideas
2. Organization
3. Word Choice
4. Sentence Fluency
5. Conventions
6. Voice

This rubric guides you through assessing your writing on a continuum of 5-1.

- 5 Strong: shows control and skill in this trait; many strengths present
- 4 Effective: on balance, the strengths outweigh the weaknesses; a small amount of revision is needed
- 3 Developing: strengths and need for revision are about equal; about half-way home
- 2 Emerging: need for revision outweighs strengths; isolated moments hint at what the writer has in mind
- 1 Not Yet: a bare beginning; writer not yet showing any control

The rubric for the Personal Writing Piece will be posted on Blackboard and will be sent via UTA email. Please familiarize yourself with the rubric for this assignment.

VIDEO-CONFERENCING AND BRIEF REFLECTION AFTER EACH SESSION (5 REFLECTIONS X 5 POINTS EACH) WEEKS 4, 6, 8, 10, & 12

Each student will participate in **five 1-on-1 individualized videoconference sessions** through Blackboard Collaborate via the course site on Blackboard. Each session will be up to about an hour in length. A written post-video-conference reflection will be on each Sunday following each videoconference.

Videoconferences will take place during the following weeks:

Weeks 4, 6, 8, 10, 12

(VC1) week 4-week of Sep 16

(VC2) week 6-week of Sep 30

(VC3) week 8-week of Oct 14

(VC4) week 10-week of October 28

(VC5) week 12-week of November 11

*Post video-conference written reflection due the Sunday following each videoconference.

The purpose of video-conferencing is to allow you to have a 1-on-1 “live” session with a mentor. The mentor in this course will either be Dr. Semingson. I bring classroom teaching experience (eight years as a classroom teacher and reading specialist) and an academic background in Literacy Studies to our videoconferencing sessions. I will help you as your work on course readings, conceptual understandings, and applications to your teaching.

The sessions will be about an hour or less in length. The purpose of video conferencing is to allow you to ask questions, seek guidance, share ideas, and otherwise dialogue with the professor. We will focus primarily on the two main course assignments during these video sessions: 1) Mentor Text Lesson Unit and 2) the Personal Writing Piece. The primary focus of the sessions will be on the Mentor Text unit, developing your understanding of the reading-writing connection, and making applications between the course readings and your own teaching (present or future).

I hope this time is flexible and we aim to be student-centered in these sessions, so if you have a topic for discussion that relates to your academic learning, feel free to bring it up during the session. ☺ Please come to the videoconference session with any questions or ideas about the course content and/or assignments.

SCHEDULING YOUR SESSION

I am flexible in setting up video-conferencing for the designated weeks, but I do have a range of windows of time. I would like for you to stick to the same time and date for this online conference throughout the course (i.e., a standing appointment). You will also need a headset microphone and audio capacity on your capacity. If you have a webcam, that is great, but one is not required.

Videoconferences and Written Reflections (5 total)

Each written reflection is due on the Sunday following your videoconference session! See Blackboard Assignments for the reflection questions for the videoconference written reflection.

The *NCTE Beliefs on the Teaching of Writing* (2004) position statement will frame the videoconference and provide an ongoing focus. We will discuss two beliefs per conference. This document represents the consensus beliefs of a national literacy organization (National Council of Teachers of English). The link to the document is here: <http://www.ncte.org/positions/statements/writingbeliefs> You may wish to read the entire document prior to Videoconference 1, however, we will discuss two beliefs (in sequential order) per conference. A PowerPoint will be sent out prior to each videoconference. A written reflection is due the Sunday following each videoconference. Use the provided template on Blackboard for the post-videoconference written reflection

SUPPORT

24/7 Support: 1-(877)-382-2293

Chat Support and Online Documentation:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1>

Inside the session: Click on the Help tab to view available online documentation, such as Essentials for Participants.

Prior to the video-conference:

Prior to each of your scheduled videoconference sessions, I will send a PowerPoint with an overview about the conference session. These will also be posted to Blackboard. Before your scheduled videoconference, please read through the PowerPoint to be prepared for the conference. During the conference I will expect you to participate with any questions and also to be ready to discuss aspects of the course readings. Have your textbooks handy during the videoconference session.

The *NCTE Beliefs on the Teaching of Writing* (2004) position statement will frame the videoconference and provide an ongoing focus. We will discuss two beliefs per conference. This document represents the consensus beliefs of a national literacy organization (National Council of Teachers of English). The link to the document is here: <http://www.ncte.org/positions/statements/writingbeliefs> You may wish to read the entire document prior to Videoconference 1, however, we will discuss two beliefs (in sequential order) per conference.

You are responsible for attending the scheduled conference session. If you miss a videoconference, contact Dr. Semington to reschedule. It is your responsibility to write if you need to reschedule a conference.

Post-conference Reflection (5 reflections x 5 points each=25 points).

Following each video session, you will do a brief reflection to submit to Blackboard in the designated folder in Assignments. These reflections will be scored holistically, and evaluated for length, timeliness of submission, and depth of reflection.

The format for these written post-conference reflections is as follows:

- After each video-conference session, post a 1-2 page (single-spaced; 12 font, standard margins) reflection here. Cut and paste these questions into your essay.

Your Name:

Videoconference Session and Date:

Mentor's Name:

Post a 1-2 page (**single-spaced**; 12 font, standard margins) reflection here. Your videoconference reflection must be at least a page (single-spaced)! Use the required format.

1. What did you learn during the videoconference (recap and summarize)?
2. What resources did you learn about that will be beneficial and how can you use them?
3. Describe your level of participation in the videoconference session and your level of understanding of the key topics discussed.
4. What feedback do you have on the videoconference experience itself (e.g., technology, etc. for future use?)

Setting up your Standing Appointment with your mentor for videoconferencing:

Email your professor right away to set up a standing appointment for your session.

Dr. Semington: peggys@uta.edu

Scheduling Availability—Dr. Semingson

Dr. Semingson is available everyday (but not on Mondays or Saturdays) from 8 am -8 pm. Evening appointments are possible. Plan to block out one hour for the videoconference.

Please contact Dr. Semingson as soon as possible in the beginning of Week 1 of the class or sooner to determine a “standing appointment” to set up your five 1-on-1 videoconference appointment times.

Please make a note of the weeks you will be doing video-conferencing. Directions for accessing videoconferencing are in the course syllabus and on blackboard. Email Dr. Semingson if you need assistance.

Tutorial: <http://www.uta.edu/blackboard/students/collaborate-web-conferencing.php>

Java

JAVA. To use videoconferencing, [Make sure your Java is up-to-date](#) or you have current versions of audio/video programs on your computer.

Java: <http://www.java.com/en/download/index.jsp>

MENTOR TEXT UNIT (overview plus three lesson plans)

Design a writing unit, with background and at least three lesson plans, which reflects the elements of writing as a process. You will model an aspect of writing and allow students a chance to practice this craft or style in their own writing. This unit should be connected to a set of mentor texts from children’s or young adult literature for a grade that you teach or plan to teach. Prewriting, writing, revising, editing, and publishing must clearly be parts of the process.

You can choose a single author to focus on (e.g., as an author study with a particular craft focus in mind or one of the six traits, or, you can select a craft focus or Six Trait focus. You can also choose *multiple authors* to use as mentor text to exemplify the writing focus you are selecting for the unit! I highly encourage the use of technology in this unit!

Examples of this will be provided on Blackboard. First, select a teaching focus that the entire unit will be about.

This is not a reading comprehension unit. *You are using quality writing that serves as an exemplar to teach writing and the writing process.* **Select one key focus, e.g., one of the six traits, a writing craft focus, or an author study.**

STEP ONE: *Understand what “Mentor Text” means and start thinking of a focus to model.*

Before you do anything, become confident with the *definition* of **mentor text**. You can select a non-fiction/expository writing focus, if you wish, or a narrative focus. Look through the *Mentor Text* book as well as the *Craft Lessons* book. ***Your lesson plans must be original and the creation of the actual plans must be “from scratch”: do not borrow anchor charts or other materials from the Internet!** At the same time, don’t write down every single word you would say in the lesson. Use *Craft Lessons* and *Mentor Text* lessons to guide you in terms of seeing a lesson plan as a clear sequence of steps and procedures a teacher does to model best practices and give students a chance to work on their own craft (e.g., the “my turn/your turn” approach evidenced in our *Mentor Text* book).

What is a Mentor Text?

<http://www.youtube.com/watch?v=qtq48FoA0B0>

Non-Fiction Mentor Text clip

<http://www.youtube.com/watch?v=JDZRYrGxukI>

Mentor Text and Writing Notebook clip

<http://www.youtube.com/watch?v=Fixb8KfcVzw&feature=relmfu>

http://www.reading.org/downloads/53rd_conv_handouts/mentor_texts_cappelli_dorfman.pdf

STEP TWO: Select a (one) overall writing focus for the entire unit First, select a grade level and an author or writing focus that exemplifies author's craft, style, or one of the Six Traits

<http://educationnorthwest.org/resource/503>

You will need at least three mini-lessons. Decide on a writing topic or focus for example, "writing with detail" or a specific genre such as vignette writing or poetry. The focus of your lesson can also be a non-fiction focus (I recommend consulting Fletcher and Portaluppi's *Non-fiction Craft Lessons* for this assignment.). Increasingly, non-fiction writing is a needed area to develop for many students.

Also, review the example units posted to Blackboard.

STEP THREE: Design your plan/overview for Week 1 and begin to work on your lesson plans and the unit. **See the syllabus for designated due dates.** Ask questions if you need clarification. Read through the example plans on Blackboard.

Your three lessons should relate to one central writing focus.

This mentor text unit should contain

- 1) a clear and specific rationale (about two paragraphs)
- 2) goals (overarching focus)
- 3) objectives (use **Blooms' taxonomy**. List at least five objectives for the entire unit)
- 4) activities (these are your three lesson plans)
- 5) assessment (this should include assessment of both process and product)
- 6) extensions.

Writing Rubrics to Assess the Writing Process

Be sure to include a rubric or rubrics for how you will assess student work for the writing process along the way. Quality writing instruction has some kind of rubric and/or checklist. A helpful website for designing a writing rubric is Rubistar: <http://rubistar.4teachers.org/index.php?screen=NewRubric>; a rubric can also take the form of a checklist. <http://www.readingrockets.org/article/36356/>

Resource link to create a checklist: <http://pbchecklist.4teachers.org/index.shtml>

Anchor Charts:

It is also helpful to create *your own* anchor chart (don't use one found on the internet) that creates a visual depiction of the teaching focus of your writing unit. These anchor charts (which look like posters) should be included in your lesson plans and mentor text unit. Students are visual learners and creating a visual display of the writing focus will enhance your students' learning.

Part I:

Section I: Lesson Plan Background

- Cite the specific writing focus that is used in the lesson plan.
- Support your focus and the steps in your instructional plan with research indicating its effectiveness. Be sure to note the references for all research cited.
- State your five *overarching goals* for the entire unit. These are broad overall goals across the entire unit and are more general than the specific objectives of your lesson plan.

Part Two: Three (3) mini-lesson plans for the final unit

Plan at least three mini-lessons based on one or more mentor text(s), such as a picture book, poem, or other short texts written for children. You can also use a chapter from a chapter book. You will be submitting the first two lessons one at a time in order to receive feedback to improve your lessons. You will then rewrite these lessons and add a third lesson towards your submission of your overall final unit. We expect revision and improvement of plans 1 and 2 when you submit the final unit! □

Pay extra attention to what you would you **say** for the modeling/input part and be fairly detailed and scripted in this part (10-20 minutes of modeling/input, usually through a read-aloud or shared reading). Plan your

“script”/input. **Name, explain and define what the author’s craft is,** revisit the text to find specific examples, and connect how students might use the craft in their own writing. More examples are better than fewer. Don’t underestimate the power of good modeling.

The template for the lesson plans will be the same across the three units. This will be posted on Blackboard and will be sent via UTA email.

The rubric for the Mentor Text Unit and each of its component parts will be posted on Blackboard and will be sent via UTA email. Please familiarize yourself with the rubric for this assignment. The templates for each part will also be on Blackboard and will be sent via UTA email.