

Syllabus: LIST 5346: Teaching the Writing Process: Fall, 2014

This course runs from 08/11/14-09/14/14
Week 1 starts August 11, 2014

Instructor Information

Instructor: Peggy Semingson, Ph.D., Associate Professor of Curriculum and Instruction (Literacy Studies)

Office: 502 Yates St., Room 414, Hammond Hall

Office Hours: By appointment only; I can also be reached on **Blackboard Instant Messenger**

Phone: 817-272-7568 [I am easiest to reach by email].

Mailbox: College of Education, P.O. Box 19227

Professor Email: peggys@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/peggy-semingson>

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



Dr. Peggy Semingson is Associate Professor of Curriculum and Instruction 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).

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

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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 (Kodiak Island, Anchorage, Fairbanks, and North Pole), Southern California (San Diego and Santa Barbara), and Texas (Austin and the DFW Metroplex). She currently lives in Bedford, TX in a townhome with her dog Dexter, a lively West Highland Terrier. 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: *Teaching the Writing Process*
Course Number: LIST 5346-005, Fall, 2014

Professor's Note

This course is taught entirely online. Please read through the entire syllabus. Highlight important parts that need to be remembered, such as dates, when things are due, etc. Take the time to build a weekly "work" calendar, writing in what days and at what time you will be working on the discussion forums, reading the texts, etc.

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

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.

Additional description:

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 draft and compose a personal writing piece as well as a Mentor Text Writing Unit.

Graded A,B,C,D,F,P,W
No Incomplete grades will be given.

Course Prerequisites

There are no prerequisites listed for this course.

Textbook(s) and Materials and Other Course Materials

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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.

Required Textbooks

- Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse Publishers. Elementary. **Required by All.**
- Lane, B. (1993) *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann. ISBN 0-435-08714-2. **Required by All.**
- Romano, T. (2004) *Crafting authentic voice*. Portsmouth, NH: Heinemann. ISBN 0-325-00597-4. **Required by All.**
- Fletcher, R. & Portaluppi, J. (2007). *Craft lessons: Teaching writing K through 8*. York, ME: Stenhouse Publishers. Second Edition. **Required by All.**
- Routman, R. (2005) *Writing essentials*. Portsmouth, NH: Heinemann. ISBN 0-325-00601-6. Just for ****Elementary only****.
- 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.

Required: TK20 <http://www.uta.edu/coehp/tk20>

You will also need access to your state's academic standards (e.g., in Texas, it is the TEKS; many states use the Common Core State Standards, etc.)

Other requirements: You will be expected to attend (or view the recording) of the **three required webinars** for the course. Directions for accessing the webinars and the recordings will be posted to Blackboard and will be sent via UTA Email.

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

TK20

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 Web site 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>

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for more information .

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

TK20 NOTE: **The assignment you will be uploading to the TK20 site for this class is the *Final Personal Writing Piece*. Submission of this assignment to TK20 is required.

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 a day 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.

Drop Policy

The new state mandated refund policy for sessions of 5 weeks or less is as follows.

Students will receive:

- 100% refund for drops or session withdrawals before the first session class day
- 80% refund of courses enrolled on first class day if withdrawing from session
- 50% refund of courses enrolled on second class day if withdrawing from session

No refund for drops or withdrawals after the 2nd class day.

The drop date for this course is September 1, 2014.

For drops, see:

http://www.uta.edu/aao/recordsandregistration/content/student_services/academicpartnership.aspx

*The day prior to the Course Start date is the last day that a student can drop a course through MyMav Self Service. After this date you will need to contact your Academic Advisor within your major to drop a course. A grade of "W" will be assigned for all courses dropped after the Census Date of that session.

Policies

- Complete all assignments by the due date posted. Some assignments may be submitted after a deadline, but a penalty of 25% will be assessed any assignment that is late.
- 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

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- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted unless otherwise specified.
- 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 Calendar

Week 1: The Writing Process and Qualities of Voice

Week 2: The Culture of Writing, and Developing and Implementing Writing Activities

Week 3: Assessment and Evaluation; Advocacy and Creating a Language of Craft

Week 4: Putting All the Puzzle Pieces Together: The Mentor Text Author Study Unit

Week 5: The Writer's Struggle

***All assignments must be posted by 11:59 p.m. CENTRAL STANDARD TIME (CST) on the date indicated, unless otherwise noted. Please make a note of any time zone differences from CST.**

Posting and Replies Cycle for Reading Response

***Print the yellow box below and tape it to your desk! ☺**

NOTE: The reading response, replies, and assessment cycle is always:

--Do your initial post (Part A w/required template) by Thursday at 11:59 pm (CST)

--Do your formal replies (3 or more, Part B) by Saturday at 6:00 pm (CST)

--Do your informal follow-up replies (Part B) by Sunday at 11:59 pm (CST)

***Note, during Week 5 only, informal follow-up replies will be due Saturday, 9/12/14 by 11:59 pm, CST**

We are doing Reading Response and Replies every week for the course! See course calendar! Please try and post earlier than the deadline. Post in "Groups". Please use the required format for Part A (initial post) and Part B (comments).

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Week 1 starts August 11, 2014

Lesson Title/Assigned Reading	Assignments	On-Time Due Date	Last Posting Date With Late Penalty
		(Some work submitted after this date will be accepted with a	(This is the last date to post with a 25% late

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		25% late penalty.)	penalty. There may NOT be a window to submit late work for all assignments.)
<p>Week 1: The Writing Process and Qualities of Voice</p> <p>ALL STUDENTS:</p> <p>1. Mentor Texts: Teaching Writing Through Children’s Literature, K – 6 Chapter 1– 3 (pp. 1 – 68)</p> <p>2. Crafting Authentic Voice Part 1: “The Delight and Dilemma of Voice” (p. 1-20).</p> <p>3. Professor-Authored Reading (all students)</p> <p>And: K – 6 (Elementary) Writing Essentials (pp. 1 – 50)</p> <p>7 – 12 (Secondary) A Community of Writers: Teaching Writing in the Junior and Senior High School (pp. 1 – 43)</p>	<p>General Introduction on the Discussion Board Post a 1-2 paragraph introduction about yourself. <i>Also, post 3 or more comments to peers in your forum.</i> For full points you must post all the comments to others <i>and</i> have an initial post. This will be scored holistically. Post your introduction during Week 1 by or before Wednesday, August 13 (11:59 PM, CST)</p>	<p>Wednesday, 8/13/14 (11:59 pm, CST)</p>	<p>Thursday, 8/14/14 (11:59 pm, CST)</p>
	<p>“OPTIONAL Orientation Webinar”, Wednesday, August 13 7:00-7:30 pm, CST. This brief orientation webinar will go over the course and how the webinars will run. I will also provide tips. Attendance at this particular webinar is optional! Login info will be on Blackboard and will be sent via UTA Email. The webinar will be recorded and the link to the recording will be posted on Blackboard and sent via UTA Email.</p>		
	Reading Response	11:59 p.m., CST, Thursday of Week 1, 8/14/14	11:59 p.m., CST, Friday of Week 1, 8/15/14
	Reading Replies	<u>6:00 p.m., CST, Saturday</u> of Week 1, 8/16/14; informal replies due by 11:59, CST pm Sunday, 8/17/14	N/A
	Mentor Text Unit – Part 1 (Background and Overview)	11:59 p.m., CST, Sunday of Week 1, 8/17/14	11:59 p.m. CST, Monday of Week 2,

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	Submit to Assignments in Blackboard		8/18/14
Week 2: The Culture of Writing, and Developing and Implementing Writing Activities ALL STUDENTS: 1. Crafting Authentic Voice Part III – “Trust the Gush” and Part IV “Crafting Authentic Voice” (pp. 43 – 200) 2. Professor-Authored Reading (all students) And: <ul style="list-style-type: none"> K-6 (Elementary) <i>Writing Essentials</i> (pp. 53 – 118 and pp. 141 – 234) 7 – 12 (Secondary) <i>A Community of Writers: Teaching Writing in the Junior and Senior High School</i> “Creating a Community of Writers” (pp. 47 – 201) and “Writing to Learn” (pp. 239 – 267) 	Reading Response	11:59 p.m., CST, Thursday of Week 2, 8/21/14	11:59 p.m., CST, Friday of Week 2, 8/22/14
	Reading Replies	<u>6:00 p.m. Saturday</u> of Week 2, 8/23/14; informal replies due by 11:59 pm Sunday, 8/24/14.	N/A
	Mentor Text Unit – Lesson Plan 1	11:59 p.m., CST, Sunday of Week 2, 08/24/14	11:59 p.m. Monday of Week 3, 08/25/14
	Submit to Assignments in Blackboard		
	Webinar 1: Attend live webinar on Monday, 08/18/14, (7:00-8:30 pm, CST) <u>or</u> Wednesday, 08/20/14, (7:00-8:30 pm CST) <u>or</u> watch recording. *Post-webinar written reflection due Sunday of Week 2, 08/24/14. See Blackboard for template.	Post-webinar reflection due Sunday of Week 2 (11:59 pm, CST), 08/24/14	Monday of Week 3 (11:59 pm, CST), 08/25/14
Week 3: Assessment and Evaluation; Advocacy and Creating a Language of Craft ALL STUDENTS: 1. After THE END: Teaching and Learning Creative Revision (pp. 1 – 118)	Reading Response	11:59 p.m. Thursday of Week 3, 08/28/14	11:59 p.m. Friday of Week 3, 08/29/14

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<p>2. Craft Lessons (first half; all students)</p> <p>3. Professor-Authored Reading (all students)</p> <p>And: K-6 (elementary) <i>Writing Essentials</i> (pp. 238 – 288)</p> <p>SECONDARY: <ul style="list-style-type: none"> • 7 – 12 (secondary) <i>A Community of Writers: Teaching Writing in the Junior and Senior High School</i> (pp. 205 – 219) </p>	Reading Replies	6:00 p.m., CST, <u>Saturday</u> of Week 3, 08/30/14; informal replies due by 11:59 pm, CST Sunday, 08/31/14	N/A
	Mentor Text Unit – Lesson Plan 2	11:59 p.m., CST, Sunday of Week 3, 08/31/14	11:59 p.m. Monday of Week 4, 09/01/14
	Submit to Assignments in Blackboard		
	<p>Webinar 2: Attend live webinar on Monday, 08/25/14, (7:00-8:30 pm, CST) <u>or</u> Wednesday, 08/27/14, (7:00-8:30 pm CST) or watch recording.</p> <p>*Post-webinar written reflection due Sunday of Week 3, 08/31/14. See Blackboard for template.</p>	*Post-webinar written reflection due Sunday of Week 3, 08/31/14	Monday of Week 4, 09/01/14
<p>Week 4: Putting All the Pieces Together: The Mentor Text Unit</p> <p>All students:</p> <p>1. Mentor Texts: Teaching Writing Through Children's Literature, K–6 Chapters 4- 6 (pp. 69 – 158)</p> <p>2. Craft Lessons (second</p>	Reading Response	11:59 p.m., CST, Thursday of Week 4, 09/04/14	11:59 p.m., CST, Friday of Week 4, 09/05/14
	Reading Replies	6:00 p.m., CST, <u>Saturday</u> of Week 4, 09/06/14; informal replies due by 11:59 pm Sunday, 09/07/14.	N/A
	<p>Final Mentor Text Unit</p> <p>Submit to Assignments in Blackboard; there will</p>	11:59 p.m., CST, Sunday of Week 4, 09/07/14	11:59 p.m., CST, Monday of Week 5, 09/08/14

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half)	also be a space on the Discussions board (general discussions area) for optional sharing with the class.		
3. Professor-Authored Reading (all students)			
	Webinar 3: Attend live webinar on Monday, 09/01/14, (7:00-8:30 pm, CST) <u>or</u> Wednesday, 09/03/14, (7:00-8:30 pm CST) <u>or</u> watch recording. *Post-webinar written reflection due Sunday of Week 4, 09/07/14. See Blackboard for template.	*Post-webinar written reflection due Sunday of Week 4, 09/07/14	Monday of Week 4, 09/08/14
Week 5: The Writer's Struggle All students:	Reading Response	11:59 p.m., CST, Thursday of Week 5, 09/11/14	11:59 p.m. CST, Friday of Week 5, 09/12/14
1. Mentor Texts: Teaching Writing Through Children's Literature, K–6 Select <i>one chapter</i> from Chapters 7 – 9	Reading Replies * <u>Note, formal replies and informal follow-up replies are due Saturday, 9/13/14!</u>	<u>6:00 p.m. Saturday</u> of Week 5, 9/13/14; informal replies due by 11:59 pm <u>Saturday, 09/13/14.</u>	N/A
2. After THE END: Teaching and Learning Creative Revision The Writer's Struggle – Part Two (pp. 133 – 222)	Final Personal Piece Submit to Assignments in Blackboard <u>and</u> to TK20	11:59 p.m., CST, Thursday of Week 5, 09/11/14	11:59 p.m., CST, Friday of Week 5, 09/12/14
3. Professor-Authored Reading (all students)			

Grade Calculation

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

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Grading Scale

A = 93 – 100%

B = 84 – 92%

C = 75 – 83%

D = 70 – 74%

F below 70%

GRADE CALCULATION: 280 total points possible

A=260-280 points

B=235-259.9 points

C=210—234.9 points

D=196-209.9 points

F=below 196 points

***There is no extra credit in the course. Late works results in late points being deducted.**

Summary of Assignments (Detailed guidelines follow later in the syllabus)

1. Reading Responses and Class Discussion (5 weeks)
2. Mentor Text Unit (and component parts along the way)
3. Personal Piece & Reflection (final version) and submission to the TK20 system and Blackboard.
4. Webinars (3) and Post-webinar reflections. You will be expected to attend (or view the recording) of the three required webinars for the course.

Assignment	Points Possible
General Introduction on the Discussion Board Post a 1-2 paragraph introduction about yourself. <i>Also, post 3 or more comments to peers in your forum.</i> For full points you must post all the comments to others <i>and</i> have an initial post. This will be scored holistically. Post your introduction during Week 1 by or before Wednesday, August 13 (11:59 PM, CST)	5 points
Mentor Text Lesson Plans and Final Unit <ul style="list-style-type: none">• Week 1: Background Overview (10 points) (Week 1)• Week 2: Lesson Plan 1 (25 points) (Week 2)• Week 3: Lesson Plan 2 (25 points) (Week 3)• Week 4: <u>Final</u> Mentor Text Unit, <i>including Lesson Plan 3</i> (40 points); compile your entire unit into one document. 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). (Week 4)	100

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Personal Writing Assignment (Week 5) to Blackboard Assignments and to TK20 system.	30
Reading Response & Replies (5 sets @ 20 points each) (Weekly)	100
Webinars (3 webinars) and post-webinar reflection (3 reflections X 15 points each)= 45 points (Webinars take place during Weeks 2, 3, and 4) [There will be a recording available of the webinars in case you can't attend the live session(s)]. <u>Webinar 1:</u> Attend live webinar on Monday, 08/18/14, (7:00-8:30 pm, CST) or Wednesday, 08/20/14, (7:00-8:30 pm CST) or watch recording. *Post-webinar written reflection due Sunday of Week 2, 08/24/14. <u>Webinar 2:</u> Attend live webinar on Monday, 08/25/14, (7:00-8:30 pm, CST) or Wednesday, 08/27/14, (7:00-8:30 pm CST) or watch recording. *Post-webinar written reflection due Sunday of Week 3, 08/31/14. <u>Webinar 3:</u> Attend live webinar on Monday, 09/01/14, (7:00-8:30 pm, CST) or Wednesday, 09/03/14, (7:00-8:30 pm CST) or watch recording. *Post-webinar written reflection due Sunday of Week 3, 09/07/14. See Blackboard for template.	45
TOTAL	280 points

Policies

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to participate in all required activities online, as stated in the syllabus. Your active participation in the course is expected.

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>.

Americans with Disabilities Act: 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

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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.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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.

Academic Integrity: All 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.

Instructors 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.

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

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).

The following statement should be part of the required heading on all major assignments posted in the course.

Academic Honesty Statement

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

I have read and understand the UTA Academic Honesty clause as follows. “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).”

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

“Signature” (Typed name):

Date:

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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.

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 e-mail.

Reading, Reading Responses, and Class Discussion

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 reading. 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 readings. 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 and Replies 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 (formal and informal replies).

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 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. We will use the 7-3-2 format as described below.

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 three or more 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

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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 three** 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.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .
- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with ____ because ____
- I disagree with ____ because ____
- I wonder about ____ because ____
- According to ____
- The evidence shows ____
- In my classroom, I see ____ and this seems to confirm/contradict ____

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

- Can you say something similar using other words?
- What did you like about the previous contribution?
- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

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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. You must respond to all assigned readings including the Professor Authored Readings.

Tasks for Part A: Reading Response	Expert 10	Acceptable 7	Unacceptable 0-3
Format	Follows required format for response (1 pt)	Follows required format for response (1 pt)	Does not follow format for one or more of the parts (0 pt)
Seven key points	Notes <u>seven or more</u> key points drawn from both online and text reading with excellent elaboration, in-depth insights, application to classroom, and specific examples (4 pt)	Notes six points drawn from both online and text reading with insights, application to classroom, and examples (3 pt)	Does not note the minimum number of points and/or points are limited or superficial (2 pt)
Three Key Points I Have Questions About/Found Confusing/ Disagreed With	Notes <u>three or more</u> key points that generated questions or confusion that reflect well developed insights and in-depth personal connections and application of material to classroom settings (3 pt)	Notes two key points that generated questions or confusion that reflect well-developed insights and in-depth personal connections and application of material to classroom settings (2 pt)	Does not note the minimum number of questions or observations have limited connection to reading (1 pt)
Two Points I Would Like More Information About	Notes <u>two or more</u> key points for more information that reflects insightful reading of the material (2 pt)	Notes one key point for more information that reflects insightful reading of the material. (1 pt)	Does not note a request for more information (0 pt)
Tasks for Part B: Replies	Expert 10 points	Acceptable 7 points	Unacceptable 3 points
Format	Posts three or more required replies according to the required format (2 pt)	Posts two required replies according to the required format (1 pt)	Does not follow format for replies or make required number of replies (0 pt)
Responses	Responds to all replies (1 pt)	Responds to all replies (1 pt)	Does not respond to replies (0 pt)
Replies to Peers	All replies reflect well-developed understanding of reading and synthesis of material with personal connections and	Replies reflect understanding of reading and some synthesis of material with personal connections and	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material

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Extension of Dialogue	application of material to classroom settings (4 pt)	application of material to classroom settings (3 pt)	to classroom settings (2 pt)
	Engages in genuine in-depth discussion with peers, providing well-developed support and encouragement and extensions of the dialogue (3 pt)	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2 pt)	Engages in limited discussion with peers or limited extension of the dialogue (1 pt)

Completed Personal Writing Assignment (submit to Assignments and also to TK20)

- National Standards: IRA Reading Specialist . IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners.

Submit your final personal piece here by the due date during Week 5, per the due date. Be sure to use the rubric on Blackboard (Assignments) to guide your work.

Specifications: Your final personal piece should be 2-3 pages, minimum, (single-spaced, no bigger than size 12 font, excluding photos/pictures) and should be free of errors. Use the rubric on Blackboard as a final "checklist" to be sure your have submitted your best work and have met the assignment criteria.

Completed Personal Writing Assignment (submit to Assignments and also to TK20)

- 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.
 - 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. You can also pick a topic that is "kid-friendly" that you could potentially share with your students, such as a piece about pets, travel/nature, or food.
 - 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! (See this standard in the syllabus; I will also elaborate on it in the Webinar).
 - You will need to start narrowing down the topic for your personal piece during weeks 2 -3.
- You do not need to get approval for your final topic, but interacting with your coach**

and/or 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. I will elaborate and help us all brainstorm and share ideas in Webinar 1 and 2!

- **Proofread your final work carefully for completion, depth, and mechanics/conventions.**

- **Length:** 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.***

Mentor Text Lesson Unit (This will be done in parts: overview of the unit, two lessons submitted separately, and the final compiled unit with three lessons total). Rubrics for each component part will be posted to Blackboard.

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

OVERVIEW

For the Mentor Text Lesson Unit you will create an original writing unit, with background and at least three lesson plans, which reflects the elements of writing as a process. You will model one aspect of writing and allow students a chance to **practice** this craft or style in their own writing. This unit should refer to brief excerpts from 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 across the entire unit. That is, by the end of the unit, students should have created a final product. **NOTE: One lesson might take place over one day or a series of days.**

You can choose a single author to focus on (e.g., as an author study with a particular craft focus in mind), 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 units and unit overviews 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.**

GETTING STARTED AND UNDERSTANDING THE ASSIGNMENT:

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

Before you do anything, become confident with the *definition and concept* 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 to enhance your understanding of Mentor Text. ***Your lesson plans must be original and the creation of the actual plans must be “from scratch”; do NOT borrow anchor, rubrics, 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).

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 one writing topic or focus for example, “writing with detail” or a specific genre such as vignette writing or poetry.

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 and overview examples 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.

ASSIGNMENTS-THE COMPONENT PARTS

PART ONE: LESSON PLAN OVERVIEW

- For Part 1, you will provide *an overview* of the entire Mentor Text Lesson Unit. Use the provided template on Blackboard. There are examples on Blackboard.
- Cite the specific activity/strategy that is used in the lesson plan. The activity/strategy must be one from the designated Exploration Activities.
- Support your activity 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.

RUBRIC FOR LESSON PLAN OVERVIEW (10 points)

Rubric

Use this rubric to guide your work. All work must be turned in on time.

Tasks	Target	Acceptable	Unacceptable
Rationale (max 3 points)	2 paragraphs detailing a clear and specific rationale for selection of grade level and author (3 points)	Rationale somewhat clear, but lacking in specificity (2 points)	Rationale lacking in clarity and specificity (0-1 point)
Goals (max 1 point)	5 specific goals to direct the outcome of unit (1 point)	N/A	Goals lacking (0 points)
Objectives (max 1 point)	3-5 lesson objectives using Bloom's Taxonomy verbs and connections to standards (1 point)	N/A	Objectives not aligned with Bloom's Taxonomy or standards (0 points)
Lesson descriptions	Clear description of relevant and grade-appropriate	Sufficient outline of writing lessons	Description does not sufficiently outline lesson

(max 5 points)	lessons involving specific writing process(es) (5 points)	(4 points)	(0-1 point)
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PART TWO: LESSON PLANS

Plan **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 two lessons **and add a third lesson** for the submission of your **overall final unit**. We expect revision and improvement of plans 1 and 2 when you submit the final unit! ☺ Proofread all work carefully. Submit work by the designated deadlines.

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 of good writing and your writing focus, 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. Include a rubric or checklist you would use for assessing student’s work.

The lesson plan and 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 rubrics for this assignment.

Webinars (3 total) and Post-Webinar Reflection after each Session (3 reflections X 15 points each)= 45 points

The purpose of video-conferencing/the webinars is to allow you to have a more interactive “real-time” learning opportunity with the professor and with other students.

Each of the webinar sessions will be about 90 minutes in length and will take place on Blackboard using **Blackboard Collaborate**. The purpose of video conferencing is to allow you to ask questions, seek guidance, share ideas, and otherwise dialogue with the professor in a real-time format. **I will focus primarily on the two main course assignments during these video sessions: 1) Mentor Text Unit and 2) Personal Writing Piece. We will also discuss some key ideas from the readings within the webinars. I will also demonstrate teaching techniques.**

If you cannot attend the webinar(s), you can watch the recording(s) on Blackboard.

The rubric and template 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.

The tentative plan for the video-sessions is as follows. This table outlines the weeks, topics, and suggested activities for each session. I hope this time is flexible and I aim to be **student-centered** in these sessions.

The name of the webinar videoconference tool we will use is **Blackboard Captivate** and it is located **within Blackboard**. Directions for accessing the Webinar will be posted to Blackboard as well as directions for

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accessing the recording of each webinar. You can practice accessing the webinar prior the webinar sessions.

WEBINAR SCHEDULE

Each webinar will be offered twice, to offer flexibility in attendance. During the weeks the webinars are presented, each webinar will be offered:

Monday evening (7:00-8:30, CST) and Wednesday evening (7:00-8:30 pm, CST; repeat of Monday's webinar)

Additionally, each webinar will be **recorded** if you are not able to attend the live webinar. *Watching the recording is always an option!*

Exact dates of the webinars are below. Note, the instructor lives in Central Standard Time and times listed are CST. Please adjust for your time zone!

Webinars (3 webinars) and post-webinar reflection (3 reflections X 15 points each)= 45 points (Webinars take place during Weeks 2, 3, and 4) [There will be a recording available of the webinars in case you can't attend the live session(s)].

1. Webinar 1: Attend live webinar on Monday, 08/18/14, (7:00-8:30 pm, CST) or Wednesday, 08/20/14, (7:00-8:30 pm CST) or watch recording. ***Post-webinar written reflection** due Sunday of Week 2, 08/24/14.
2. Webinar 2: Attend live webinar on Monday, 08/25/14, (7:00-8:30 pm, CST) or Wednesday, 08/27/14, (7:00-8:30 pm CST) or watch recording. ***Post-webinar written reflection** due Sunday of Week 3, 08/31/14.
3. Webinar 3: Attend live webinar on Monday, 09/01/14, (7:00-8:30 pm, CST) or Wednesday, 09/03/14, (7:00-8:30 pm CST) or watch recording. ***Post-webinar written reflection** due Sunday of Week 3, 09/07/14. See Blackboard for template.

After each webinar experience, you will complete a post-webinar written reflection. The due dates are in the syllabus course calendar.

Post-Webinar Reflection (3 reflections x 15 points each=45 points). The reflections will be scored holistically according to the following rubric. Make sure your reflection is thorough and detailed!

Following each webinar video session, you will do a brief reflection to submit to Blackboard. These reflections will be scored holistically, and evaluated for length, timeliness of submission, and depth of reflection. The template is posted on Blackboard and will be sent via UTA email, as well. It is also below.

Post-Webinar Reflection Form

Your Name:

Webinar Session and Date:

Did you Attend the Live Webinar or Recording?

Topic of Session: (e.g. Mentor Text Unit):

After each video-conference session, write 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. Respond to all four questions. Please include the questions in your response and write your answer below each question. Be especially detailed in #1 and #2. If you watched the recording, for #3, you can include your process for taking notes while viewing the recording, if you looked up any info on Google, etc.

1. What did you learn during the webinar (recap and summarize)?
2. What specific resources did you learn about that will be beneficial and how can you use them?
3. Describe your level of participation in the webinar session and your level of understanding of the key course topics.
4. What feedback do you have on the webinar experience itself (e.g., technology, methods used, use of audio/video/chat to facilitate learning, etc. for future use?)

Rubric for Post-Webinar Reflection

Tasks	Target (15 points)	Acceptable (10 points)	Unacceptable (0-8 points)
Post-Webinar Reflection (1-2 pages, single-spaced, 12 font, standard margins)	<ul style="list-style-type: none">• Reflection is fully complete and template and questions were answered with a reflection over 1 page (single spaced, 12 font).• A good level of detail is given to the reflection.• The reflection refers back to many specific ideas and concepts from the webinar• Reflection is error free from grammatical and punctuation errors.	<ul style="list-style-type: none">• Reflection is mostly complete and template and questions were answered but is less than 1 page (single-spaced, 12 font).• A moderate level of detail is given to the reflection.• The reflection refers back to some specific ideas and concepts from the webinar• Reflection is mostly error free from grammatical and punctuation error.	<ul style="list-style-type: none">• Reflection is not fully complete in template and questions; length is less than one page.• A weak and skeletal level of detail is given to the reflection.• The reflection refers back to only a few specific ideas and concepts from the webinar• Reflection contains more than a few grammatical and punctuation errors.

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

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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

Course Learning Goals

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

- Participate in an online discussion 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.

Learning Outcomes:

- .
- Students will read and respond to foundational theories of writing.
- Students will collect ideas for implementing new writing theories into their Mentor Text unit plan.
- Students will free-write independently and engage in the writing process while composing a personal piece.
- Students will conference with peers in online discussion about course readings and ideas.
- Students will apply course readings to their teaching situations.
- Students will read and respond to foundational theory of writing focusing on the culture of writing.
- Students will read and respond to assessment theory and strategies in order to plan and evaluate effective reading and writing instruction.

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- Students will create and include evaluation components for a mentor text writing unit plan.

LIST 5346 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES The learner:	Assignments/ Assessments	National Standards	TEXES Domains/ Competencies
<p>Content Knowledge IRA Standard 1: Foundational Knowledge 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>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. 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 	<ul style="list-style-type: none"> Reading Responses and Class Discussion Mentor Text Unit Personal Piece (final draft) 	<p>Content Knowledge IRA Standard 1: Foundational Knowledge</p>	<p>TEXES Reading Specialist Competency 008 (Written Language)</p>

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<p>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.</p> <ul style="list-style-type: none"> • 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), 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 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. • 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. 		
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<ul style="list-style-type: none"> • 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. 			
Pedagogical Knowledge & Skills—Instruction <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 learners at differing stages of development and from differing cultural and linguistic backgrounds. • 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 	<ul style="list-style-type: none"> •Reading Responses and Class Discussion •Mentor Text Unit •Personal Piece (final draft) 	IRA 2.1-4.4	TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014

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nonprint materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds. <ul style="list-style-type: none"> IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners. IRA 4.4 Motivate learners to be lifelong learners. 			
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, implanting, evaluating, and participating in professional development.	<ul style="list-style-type: none"> Reading Responses and Class Discussion Mentor Text Unit Personal Piece (final draft) Webinar Participation and reflections 	IRA 5.1-5.4	TEXES Reading Specialist Domain IV, Competency 014

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.