Syllabus: LIST 5346: Teaching the Writing Process: Fall, 2015, Academic Partnership. Start Date: 8/10/15

UNIVERSITY OF
TEXAS
ARLINGTON
ACADEMIC PARTNERSHIPS

This course runs from 08/10/15- 9/13/2015.
Week 1 starts August 10, 2015. The last date to drop is 8/31/15.

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**
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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 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 seven- 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, lifting weights, 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, 2015

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, a literature focused lesson, and writing lesson 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 writing lesson plan and a personal belief statement about writing.

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

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.

Podcast about textbooks:
https://soundcloud.com/peggy-semingson/information-about-textbooks-teaching-the-writing-process

TEXTBOOKS/READINGS

Required for ALL students-Required textbooks/readings
1. *10 Things Every Writer Needs to Know* by Jeff Anderson (2011). ISBN: 978-157110-810-4
2. *Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writing* by Katherine Bomer (2010). ISBN: 978-0325029658
3. National Council of Teachers of English "NCTE Beliefs about the Teaching of Writing" [FREE PDF document online]
   http://www.ncte.org/positions/statements/writingbeliefs

•Required for Elementary-focused Students only:
1. *The Revision Toolbox: Teaching Techniques That Work (Second Edition)* by Georgia Heard (2014). ISBN: 978-0-325-05689-0
2. Additional reading online [FREE PDF document online]
   [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf] *Teaching Elementary Students to Be Effective Writers*

Required for Secondary-focused Students only:
1. *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts* by Kelly Gallagher (2011). ISBN: 978-157110-896-8

Optional textbooks:
1) *Craft Lessons: Teaching Writing, K-8 (second edition)* by Ralph Fletcher and JoAnn Portalupi
2) *Non-Fiction Craft Lessons: Teaching Writing, K-8 (second edition)* by Ralph Fletcher and JoAnn Portalupi
3) *The Elements of Style Illustrated* (2007) by William Strunk Jr. , E.B. White, Maira Kalman

Re quired: TK20 http://www.uta.edu/coehp/tk20

Course Schedule

Week 1: The Writing Process and Mentor Text
Week 2: Developing and Implementing Writing Activities, and Focus and Detail in Writing
Week 3: Organization and Structure of Writing
Week 4: Style and Voice in Writing; Grammar and Coherence
Week 5: Assessment and Evaluation; Advocacy and Creating a Language of Craft

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

Other expectations: You will be required to create one short (approximately two minutes in length) podcast or vide in this course. Resources for how to create an audio podcast will be provided on Blackboard. Free tools that can be used to create this will be shared. Tutorials

for how to do this will be provided. Creating simple and brief multi-media learning tools, such as podcasts or short videos, are an expectation of 21st century teaching and learning.

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

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 August 31, 2015. For drops, see:
http://www.uta.edu/records/services/academic-partnership-programs.php#Fall
*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

- 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.

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: ==**245 total points possible**==

Assignment	Points Possible	Grading Scale
Five Quizzes (10 points per quiz x 5 quizzes=50 points total in the course for quizzes)	50	
Mentor Text-Focused Lesson Plan • Initial Plan/Background Overview of Lesson Plan(10 points) • Developed Draft of Lesson Plan and Anchor Chart Component (15 points) • Final Lesson Plan (25 points)	50	A = 227-245 points B = 205-226 points C = 183-204 points D = 171-182 points
Final Personal Writing Assignment	30	F = below 171 points
Reading Response, Replies, & Assessment (4 sets @ 20 points each)	80	
Belief Statement about Teaching Writing • Developed Outline (5 points)	25	

• Final Personal Belief State about Teaching Writing Assignment (20 points)		
General Introduction to the Discussion Board (5 points). Do a 1-2 paragraph introduction and three or more comments to classmates by the due date (August 14, 2015, 11:59 pm).	5	
Online Icebreaker: Do a two or more paragraph icebreaker response and three or more comments to classmates by the due date (August 14, 2015, 11:59 pm).	5	
TOTAL	**points**	

Course Calendar, Fall 2015
Please adhere to all due dates!

*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. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Peggy L. Semingson*

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, 9/12/15 by 11:59 pm, CST

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).

Lesson Title/Assigned Reading	Assignments	On-Time Due Date (Some work submitted after this date will be accepted with a 25% late penalty.)	Last Posting Date With Late Penalty (This is the last date to post with a 25% late penalty. There may NOT be a window to submit late work for all assignments.)
Optional Orientation Webinar, Tuesday, 8/11/15, 7:00-7:45 pm, CST (It will be recorded and the link to the recording will be posted on Blackboard.).The link to join the orientation webinar will			

be posted on Blackboard. Look under "Enter the Webinars" on Blackboard in our course on the course menu.

Week 1: The Writing Process and Mentor Text **August 10-16** ALL STUDENTS READ: • Anderson text: Overview and Chapters 1-2 • Bomer text: Chapters 1-3 • Professor Authored Readings • Beliefs about Teaching of Writing Document (NCTE)	*Quiz 1*	Take during Quiz Window during Week 1. Quiz 1, Week 1. Quiz 1 is over required reading material from Week 1. The quiz window will be open August 10 (12:01 am, CST) to August 16 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
	Reader Response 1	**--**Do your initial post (Part A w/required template) by Thursday at 11:59 pm (CST) (August 13) --Do your formal replies (3 or more, Part B) by Saturday at 6:00 pm (CST) (August 15) --Do your informal follow-up replies (Part B) by Sunday at 11:59 pm (CST) (August 16)	No late posts will be accepted for the discussion board.
	Two separate discussions: a) Extended Introduction and 3+ comments (w/ initial thoughts on personal piece)=5 points and b) online ice breaker and 3+ comments=5 points	Post to **both** discussion areas by Friday, 8/14/15 (11:59 pm, CST) Post three comments to peers to each discussion (general intro and online icebreaker).For the general introduction, please post and comment to the area by your last name.	Late post: Saturday, 8/15/15 (11:59 pm, CST. Note: Late points receive late points deducted.
	Optional webinar: writing workshop [All webinars will also be recorded.]	Monday, 8/10/15, 7:00-7:45 pm, Central Standard Time (CST).	---
Week 2: Developing and Implementing Writing Activities, and	*Quiz 2*	Take during Quiz Window during Week 2. Quiz 2, Week 2.	No make-ups for Quizzes unless documented

<mark>**Focus and Detail in Writing**</mark> **August 17-23** ALL STUDENTS READ: • Anderson Text: Chapters 3-4 • Bomer: Chapter 4 & 7 • Professor Authored Readings		Quiz 2 is over required reading material from Week 2. The quiz window will be open August 17 (12:01 am, CST) to August 23 (11:59 pm, CST)	emergency.
	Reader Response 2	--Do your initial post (Part A w/required template) by <u>Thursday</u> at 11:59 pm (CST) (August 20) --Do your formal replies (3 or more, Part B) by <u>Saturday</u> at 6:00 pm (CST) (August 22) --Do your informal follow-up replies (Part B) by <u>Sunday</u> at 11:59 pm (CST) (August 23)	No late posts will be accepted for the discussion board.
	Initial plan/overview for Mentor-Text-Focused Writing Lesson Plan	Sunday, Week 2 (11:59 pm, CST), August 23.	Monday, Week 3 (August 24, 11:59 pm, CST)
	Email personal piece idea to academic coach for feedback. (required; no points)	*Required during Week 3 (or sooner). No points.*	---
	Optional *webinar: writing workshop [All webinars will also be recorded.]*	Monday, Week 2 8/17/15, 7:00-7:45 pm, Central Standard Time (CST).	---
<mark>**Week 3: Organization and Structure of Writing**</mark> **August 24-30** • ALL STUDENTS READ: Anderson Text: Chapters 5-6 • ALL STUDENTS READ: Professor-Authored Readings • Elementary-	*Quiz 3*	Take during Quiz Window during Week 3. Quiz 3, Week 3. Quiz 3 is over required reading material from Week 3. The quiz window will be open August 24 (12:01 am, CST) to August 30 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
	Outline of Belief Statement about Teaching Writing Due	Sunday of Week 3 (11:59 pm, CST), August 30.	Monday of Week 4 (11:59 pm, CST)

focused students read: *Teaching Elementary Students* document (all) • Secondary-focused students read: Gallagher text, Chapters 1-3	**Draft** Of Mentor-Text-Focused Lesson Plan and Anchor Chart Component	Sunday of Week 3 (11:59 pm, CST), August 30	Monday of Week 4 (11:59 pm, CST)
	Email personal piece idea to academic coach for feedback. (required; no points)	*Required during Week 3 (or sooner). No points.*	---
	Optional *webinar: writing workshop [All webinars will also be recorded.]*	Monday, 8/24/15, 7:00-7:45 pm, Central Standard Time (CST).	---
Week 4: Style and Voice in Writing; Grammar and Coherence **August 31-September 6** • ALL STUDENTS READ: Anderson Text: Chapters 7-8	*Quiz 4*	Take during Quiz Window during Week 4. Quiz 4, Week 4. Quiz 4 is over required reading material from Week 4. The quiz window will be open August 31 (12:01 am, CST) to September 6 (11:59 pm, CST)	No make-ups for Quizzes unless documented emergency.
• ALL STUDENTS READ: Bomer: Chapter 5 ALL STUDENTS READ: Professor-Authored Readings • Elementary-focused students: Heard text (first half) • Secondary-focused students: Gallagher, Chapters 4-6	*Reader Response 3*	--Do your initial post (Part A w/required template) by <u>Thursday</u> at 11:59 pm (CST) (September 3) --Do your formal replies (3 or more, Part B) by <u>Saturday</u> at 6:00 pm (CST) (September 5) --Do your informal follow-up replies (Part B) by <u>Sunday</u> at 11:59 pm (CST) (September 6)	No late posts will be accepted for the discussion board.
	Final Personal Piece submitted	Sunday of Week 4 (11:59 pm, CST) to Blackboard and TK20 (September 6)	Monday of Week 5 (September 7, 11:59 pm, CST)
	Optional *webinar: writing workshop [All webinars will also be recorded.]*	Monday, 08/31/15, 7:00-7:45 pm, Central Standard Time (CST).	---

Week 5: Assessment and Evaluation; Advocacy and Creating a Language of Craft **September 7-13** • ALL STUDENTS READ: Anderson Text: Chapters 9-10 • ALL STUDENTS READ: Bomer: Chapters 9-10 • ALL STUDENTS READ: Professor-Authored Readings • Elementary-Focused Students Read: Heard text (second half) • Secondary-focused students read: Gallagher, Chapters 7-8	*Quiz 5*	Take during Quiz Window during Week 5. Quiz 5, Week 5. Quiz 5 is over required reading material from Week 5. The quiz window will be open September 7 (12:01 am, CST) to September 13 (11:59 pm, CST).	No make-ups for Quizzes unless documented emergency.
	Reader Response 4 ****Note-informal follow-up <u>replies</u> are due by <u>Saturday</u> evening, <u>September 12,</u> instead of Sunday. Please post your comments earlier.***	--Do your initial post (Part A w/required template) by <u>Thursday</u> at 11:59 pm (CST) (September 10) --Do your formal replies (3 or more, Part B) by <u>Saturday</u> at 6:00 pm (CST) (September 12) --Do your informal follow-up replies (Part B) by <u>Saturday</u> at 11:59 pm (CST) (September 12)	No late posts will be accepted for the discussion board.
	Final Mentor-Text-Focused Lesson Plan Due	Wednesday, Week 5 (11:59 pm, CST), September 9	Thursday, Week 5 (11:59, CST)
	Final Belief Statement about Teaching Writing Due	Wednesday, Week 5 (11:59 pm, CST), September 9	Thursday, Week 5 (11:59, CST)
	***Optional** webinar: writing workshop [All webinars will also be recorded.]*	Monday, 9/07/15, 7:00-7:45 pm, Central Standard Time (CST).	---
There is no final exam!			

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/mavmai l.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 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.

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.

DETAILED DESCRIPTION OF COURSE REQUIREMENTS

During **Week 1** (or before Week 1), please post a general introduction to "Discussions" (worth five points) **AND** post to the "Online Icebreakers" area (worth five points). Do these two separate discussions by Friday, August 14 (11:59 pm, CST).

General Discussion #1: General Introduction and Three or More Comments to Peers (FIVE POINTS). Post to "Discussions"

Please post an informal 1-2 paragraph introduction about yourself on Blackboard in "Discussions" by or before **Friday, 8/14/15** (11:59 pm, CST). This is worth five points and is required.

1.   Go to the course on Blackboard.
2.   Click on "Discussions". Click the *"Introduction"* link and then click *"Create Thread"* to do your post. Also, read others' posts and make at least 3 or more formal and substantive comments to others in your forum. **Do not post comments in a forum other than your own (by last name) unless they are beyond the three required comments.**
3.   Post as early as you can to allow others to post comments. Check back for comments and replies.
4.   E.g., tell us a little about yourself, what you hope to learn in this course, and what grade and/or subject you hope to teach. You can also include a bit about your goals as a writing teacher, if you wish! :) We look forward to creating a community in our class!

This task will be scored holistically for completeness and timeliness (five points)! Do one original post plus three or more comments to peers by or before the strict deadline.

General Discussion #2 (Week 1): Online Icebreaker and Three or More Comments to Peers (FIVE POINTS). Post to "Discussions"

There is also a second required general discussion you need to post in Week 1-the online icebreakers! You will be posting two separate discussions during week 1 (in addition to the Reader Response post and comments!). Post your initial post and three or more comments by Friday, August 14, 2015 (11:59 pm, CST).
Go to "Discussions", and then click the online icebreakers forum. Do not create a new thread.

Instead, post your initial post as a "reply" to whichever prompt you choose. Post your initial post (2-3 paragraphs or more). Feel free to include images! You may also do more than one icebreaker! Pictures are encouraged in the online icebreakers but are not required! Also post three or more comments to others in the icebreaker area. A comment is a paragraph or more in length. Don't be skeletal in your writing in the icebreaker post and comments. Remember, you will also have a Reader Response discussion during Week 1 (See Reading Response and Replies for format and course calendar for deadlines)!

This task will be scored holistically for completeness and timeliness (five points). Do one original post plus three or more comments to peers by or before the strict deadline for the two general discussions.

<mark>Quizzes (5 quizzes x 10 points=50 points)</mark>

The five quizzes will cover assigned required course readings, as per the syllabus. Be prepared for the each quiz by closely and carefully reading the designated required assigned readings.

The quizzes will only cover the assigned readings that are required for "All students".

NOTE: The quizzes will not cover the content in either the Elementary or Secondary focused text (the Georgia Heard text, the Kelly Gallagher text and the PDF document for the elementary-focused students).

*There are ten questions on the quiz (multiple choice and true/false questions).*The quiz will generally take about 10-20 minutes and you will take it via Blackboard (Location: Under the week number in which the quiz is open). There will be a quiz "window" for one week for each quiz. You will be able to re-take the quiz multiple times during the test window until you get the quiz grade you want! Re-takes must be during the test window. Each quiz will be 10 questions consisting of multiple choice and true/false questions. A study guide for each quiz will be available on Blackboard and sent via UTA email. **The quizzes are timed (20 minutes). Quizzes cannot be made up unless you have a documented emergency.**

Preparing for the quizzes:
- **Study guides for each of the quizzes will be posted on Blackboard.** Use the study guides as you read to highlight key terms.
- Read your course readings closely and carefully. (Do not skim).
- Spread the readings out across the week instead of reading them all at once.
- Try to get ahead on the readings when possible.
- Make digital flashcards of key concepts and terms for your mobile device, if possible, with a free flashcard app (e.g., Flashcardlet or Quizlet, for instance).

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QUIZ DATE WINDOWS (ONE WEEK)

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Quiz 1, Week 1. Quiz 1 is over required reading material from Week 1. The quiz window will be open August 10 (12:01 am, CST) to August 16 (11:59 pm, CST)

Quiz 2, Week 2. Quiz 2 is over required reading material from Week 2. The quiz window will be open August 17 (12:01 am, CST) to August 23 (11:59 pm, CST)

Quiz 3, Week 3. Quiz 3 is over required reading material from Week 3. The quiz window will be open August 24 (12:01 am, CST) to August 30 (11:59 pm, CST)

Quiz 4, Week 4. Quiz 4 is over required reading material from Week 4. The quiz window will be open August 31 (12:01 am, CST) to September 6 (11:59 pm, CST)

Quiz 5, Week 5. Quiz 5 is over required reading material from Week 5. The quiz window will be open September 7 (12:01 am, CST) to September 13 (11:59 pm, CST).

IMPORTANT: *Do not forget to take the quiz each week! The quiz window will close at the end of each week's quiz! We will send reminders about the quizzes along the way!* Please put these quiz date windows into your personal calendar and/or alerting system.

READING RESPONSE AND REPLIES (4 SETS; DURING WEEKS 1, 2, 4, and 5) IN "GROUPS"

1. **Reading Response and Replies** has two parts **(Response, 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: Candidates will engage in an electronic discussion in response to the textbook and Professor Authored readings. The electronic discussion has two parts: a) candidate's original response to readings, b) candidate's replies to peers.

Part A: Response (500+ words and include one or more multi-media artifacts): Candidates will submit to the Group Discussion Board a reading response summarizing and linking their responses to the readings (as indicated in the schedule) as well as personal reactions to the material based on the prompt of selected guiding questions. Responses do NOT need to include all readings for that week but should cite specific course readings for that week in the written response.

1. **For each of the discussion posts (Part A), a set of *guiding questions*, based on that session's reading will be provided. Select _one or more_ of the guiding questions for your post to respond to, incorporating key ideas from the readings. Include the question or questions in your post (bolded or in a different color font). Please _cut and paste_ your post into the discussion area!**

2. **The Part A response should include *one or more* (one is a minimum) of a "multi-media or web-based artifact" that you have located and/or created. Describe in depth why you chose the artifact (or artifacts) and how it further helps extend our understanding of the related course content. An artifact can be one or more of the following:**
   - Found or created infographic that relates to the course content. If you wish to create an infographic, I suggest Piktochart: http://piktochart.com/
   - A website or website(s) with resources related to the course content. There are some great "hub" websites that have many resources such as ReadWriteThink.org and Reading Rockets.
   - Social media page that you have started or found (someone' else's) related to the course content (e.g., Pinterest board on a related course concept in that

session's readings)
- A short podcast, video, or semantic map you have created and inserted into your post. You can create a Tellegami video using a smart phone and the free app, for instance, and include that as an artifact. (https://tellagami.com/faq/). You can also use Voki to create an avatar to express some ideas, as well.
- An image or picture that represents and connects to course content.
- Example of tool for Semantic Map: Bubbl.us or Popplet.com https://bubbl.us/ or http://popplet.com/
- To create a short podcast to link to or embed into your post, I suggest VoiceThread (https://voicethread.com/) or MixCloud (https://www.mixcloud.com/). VoiceThread has a mobile app which allows for up to five free VoiceThreads. Remember, you can also locate a podcast (e.g. through International Literacy Association or another resource).
- A blog post you have written or one you have found that connects to the course content.

3. The **guiding questions** for each session will be posted on Blackboard and will also be sent via UTA email.
4. Your post (Part A) should be **500 words or more** (*not* including the guiding questions you cut and paste into the response). Do not submit a skeletal or superficial response. Please do the readings at the *beginning* of each session so you have time to reflect upon the readings and to also search for and/or create an artifact. Do a word count before you submit!
http://www.wordcounter.net/

NOTE: For the artifact, include a link to the artifact and explain how it is useful to the course content for that session's reading. You need to locate at least one artifact to include in your post. I encourage you to include more. In your response, you can also pose your own questions to peers (e.g., if you are wondering something).

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.)

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?

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.

Tasks for *Part A: Reading Response* ☐	Expert 10	Acceptable 7	Unacceptable 0-1
Format	Follows required format for response (1)	Follows required format for response (1)	Does not follow format for one or more of the parts (0)
Substance and content of Part A response	Response to guiding questions was substantive and connected back to the related readings. Response was in-depth and 500+ words or more (not counting the cut and pasted guiding questions themselves) (4)	Response to guiding questions was mostly substantive but showed a lack of detail. Response could be more in-depth and was 500+ words or more (not counting the cut and pasted guiding questions themselves). (3)	Does not include substantive response to guiding questions and/or response limited (far less than 500 words) or superficial. (2)
Multi-media artifact(s)	Includes one or more of a multi-media artifact(s) that connect(s) to course readings and includes a substantive	Includes one or more of a multi-media artifact(s) that connect(s) to course readings and includes	A multi-media artifact is included with very skeletal and limited or no description of the artifact or no artifact is included.

Grammar, spelling, conventions, and mechanics	description of the artifact (or artifacts) (3) There are few to no errors in grammar, spelling, conventions, and mechanics in the response. (2)	a less than substantive description of the artifact (or artifacts) (2) There are more than a few errors in grammar, spelling, conventions, and mechanics in the response (1)	(0-1) There are a substantial number of errors in grammar, spelling, conventions, and mechanics in the response. (0)
Tasks for Part B: Replies	**Expert 10 points**	**Acceptable 7 points**	**Unacceptable 3 points**
Format **Responses** **Replies to Peers** **Extension of Dialogue**	Posts three formal required replies according to the required format (2) Responds to all replies (1) All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4) Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)	Posts two required replies according to the required format (1) Responds to all replies (1) Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3) Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	Does not follow format for replies or make required number of replies (0) Does not respond to replies (0) Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) Engages in limited discussion with peers or limited extension of the the dialogue (1)

Please respond to the guiding questions for Part A.
This will be posted on Blackboard and sent via UTA email.

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 4, 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 you 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

NOTE: A rubric for this assignment will be posted on Blackboard in "Assignments"

Writing (Mentor-Text-Focused) Lesson Plan

This will be done in parts: overview of the lesson, draft of lesson plan, and the <u>final </u>lesson plan. 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 **Writing (Mentor-Text-Focused) Lesson Plan,** you will create an original writing lesson plan which reflects the elements of writing as a process and the concept of using one or more mentor texts to teach writing. You will model **<u>one </u>**aspect of writing and allow students a chance to **practice** this craft or style in their own writing. This lesson 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 lesson plan. That is, by the end of the lesson, students should have created a product that will be assessed. **NOTE: One lesson might take place over one day *or* a series of days or even a week.**

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, a genre focus, or a Six Trait focus. You can also choose *multiple authors* to use as mentor text to exemplify the writing focus you are selecting for the lesson! I highly encourage the use of technology in this   lesson!

Examples of lessons and lesson overviews will be provided on Blackboard. First, select a teaching focus that the entire lesson will be about. **<u>This is not a reading comprehension lesson.</u>** *You are using quality writing that serves as an exemplar to teach writing and the writing process.* Select **<u>one</u>** key focus, e.g., *one* of the Six Traits, a writing craft focus, or an author study or some other craft focus.

GETTING STARTED AND UNDERSTANDING THE ASSIGNMENT:

STEP ONE: **Understand what "Mentor Text" means and start thinking of <u>a writing focus </u>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 Jeff Anderson book to enhance your understanding of Mentor Text. *<u>Your lesson plan must be original and the creation of the actual plans must be "from scratch"; do NOT borrow anchor charts, rubrics, charts or other materials from the Internet! </u>*At the same time, don't write down every single word you would say in the lesson. See your 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.

STEP TWO: *Select one overall writing focus for the entire lesson.* First, select a grade level and an author *or* writing focus that exemplifies author's craft, style, or one of the Six Traits **http://e ducationnorthwest.org/resource/503**

STEP THREE: Design your **plan/overview for Week 2 **and begin to work on your lesson plan. **See the syllabus for designated due dates.** Ask questions if you need clarification. Read through the example plans and overview examples on Blackboard. It is not too soon to start working on this lesson plan!

ASSIGNMENTS-THE COMPONENT PARTS

PART ONE: LESSON PLAN OVERVIEW

- For Part 1, you will provide *an overview* of the entire Mentor Text Focused Lesson Plan. Use the provided template on Blackboard. There are examples on Blackboard.
- 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 lesson. These are broad overall goals across the lesson and are more general than the specific objectives of your lesson plan.

RUBRIC FOR LESSON PLAN OVERVIEW (10 points). Use the required template on Blackboard.

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 the lesson (1 point)	N/A	Goals lacking (0 points)
Objectives (max 1 point)	3-5 lesson objectives using Bloom's Taxonomy verbs and	N/A	Objectives not aligned with Bloom's Taxonomy nor

	connections to standards (1 point)		standards (0 points)
Lesson descriptions (max 5 points)	Clear description of relevant and grade-appropriate lessons involving specific writing process(es) (5 points)	Sufficient outline of writing lessons (4 points)	Description does not sufficiently outline lesson (0-1 point)

RUBRIC FOR THE DEVELOPED DRAFT OF THE MENTOR-TEXT-FOCUSED LESSON PLAN (15 points possible)

The developed draft has a required template to use. It must be fully complete. Feedback will be provided on the developed draft. The developed draft must include an *anchor chart* that summarizes the key ideas of your plan. Examples of writing anchor charts will be shared on Blackboard. The anchor chart you create as well as the lesson plan must be your own original work. You can create an anchor chart that looks like an *infographic*, as well. I like Piktochart (http://piktochart.com/) for creating charts/posters/infographics. **Use the required template for the developed draft.**

Section	Expert (15 points)	Acceptable (10 points)	Unacceptable (0-6 points)
Developed Draft for Lesson Plan and Visual Component	• All required elements of the developed draft are completed. (3 points) • A good level of detail for a draft is given to the plan. (3 points) • Handout has correct grammar, spelling, and punctuation. (3 points) • Only 1-2 errors at the most with APA style. (3 points) • An anchor chart that visually highlights the key ideas of your lesson is included the chart is complete according to the guidelines of the assignments. (3 points)	• Plan is mostly complete but sections of the required elements are missing. (2 points) • A moderate amount of detail is given to the plan. (2 points) • Errors in grammar, spelling, and punctuation. (2 points) • Handout has more than a few errors with APA format. (2 points) • An anchor chart is included that is mostly complete according to the guidelines of the assignments. (2 points)	• Draft is not fully complete and many required elements are missing or incomplete (0-1 points). • The draft is not detailed and is skeletal. (0-1 points). • Errors in grammar, spelling, and punctuation. (0-1 points). • Many errors in APA format. (0-1 points). • An anchor chart is not presented or is very skeletal and limited in presentation. (0-1 points).

RUBRIC FOR THE FINAL MENTOR-TEXT-FOCUSED LESSON PLAN. The template for this final lesson plan will be posted on Blackboard. (20 points total possible)

Tasks for *Lesson Plan*	Target (20 points)	Acceptable (16 points)	Unacceptable
Rationale (max 5 points)	Clear and well-developed rationale for learning. (5 points)	Rationale for learning, but lacks clarity and full development. (3 points)	Poorly developed rationale for learning. (0-2 points)
Format (max 3 points)	Well-developed lesson plan that follows required format including an anchor chart. (5 points)	Lesson plan follows required format including an anchor chart. (3 points)	Does not follow format for assignment or missing some or all of required parts of the lesson. (0-2 points)
Understanding of learners (max 4 points)	Demonstrates in-depth understanding of learners with well-developed goals and objectives for age-appropriate instruction. (4 points)	Demonstrates general understanding of learners with goals and objectives for age-appropriate instruction. (3 points)	Demonstrates limited understanding of learners with goals and objectives not specific for age-appropriate instruction. (0-2 points)
Knowledge of writing process (max 5 points)	Shows in-depth knowledge of all steps of writing (prewriting, writing, revising, editing, and publishing). (5 points)	Shows basic knowledge of all steps of writing. (3 points)	Shows lack of adequate knowledge of all the steps of writing. (0-2 points)
Connecting craft to writing (max 3 points)	Demonstrates in-depth ability to connect the craft demonstrated by the chosen author to the learners' own writing. (3 points)	Demonstrates basic ability to connect the craft demonstrated by the chosen author to the learners' own writing. (2 points)	Demonstrates lack of ability to connect the craft demonstrated by the chosen author to the learners' own writing. (0-1 points)
Ability to plan appropriate assessments	Shows well-developed ability to plan appropriate assessments.	Shows ability to plan appropriate assessments.	Has difficulty developing appropriate assessments.

(max 3 points)	(3 points)	(2 points)	(0-1 point)

The lesson plan template and rubric for the Mentor Text-Focused Writing Lesson 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.

Belief Statement about Teaching Writing
(Outline/Draft and Final Version)

You will submit **a DRAFT/OUTLINE of this assignment during Week 3 for** feedback. Use the required template for this assignment (both the draft and the final version). The draft will be scored holistically (five points) for completeness and level of detail. A simple rubric for completing this draft/outline will be posted on Blackboard.

RUBRIC FOR DRAFT/OUTLINE OF BELIEF STATEMENTABOUT TEACHING WRITING (5 points)

For the FINAL version of the reflective belief statement paper, it will take the form of the following topic: **"What I Believe about the Teaching Writing" (length: minimum of 6-8 pages [not including references], double-spaced, 12 font, standard margins, APA format).** Please refer to and incorporate ideas from your course readings, including the NCTE document "Beliefs about the Teaching of Writing". *Do not use extensive direct quotes; this paper should be primarily your own reflective ideas.* This is not a review of the literature. You do not need to include the multi-media podcast/video with the draft. Simply provide an outline. The podcast/video **will** be required for the final paper.

FINAL PAPER (20 points)

Required Brief Multi-media: You will also be required to create a brief two-minute podcast or video that is *at least 2 minutes in length* that underline summarizes the "big ideas" of your paper. . With your final paper, include a two-minute audio podcast (or video) for that summarizes the big ideas of your paper. Tools to use to create your podcast are below. You are not limited to these tools. Include the link to your podcast (or videos) AND include the actual file of the podcast or video. Or, you can simply directly upload your audio file to Blackboard. Linking it to a streaming website is not required, but you must create the audio content and upload it to Blackboard. Do not wait until the last minute to do this part of the assignment! Examples of tools to use to create a podcast follow. 1) Voicethread http://voicethread.com/ 2) Voki http://www.voki.com/ 3) Kaltura (this is in Blackboard). A tutorial to help you get started using Kaltura is here: http://www.uta.edu/blackboard/students/kaltura-mashups.php A tutorial for Voki is here: http://www.voki.com/learn.php A tutorial for VoiceThread is here: https://docs.voicethread.com/web-application/creating-web-application/creating-a-new-voicethread-2/

Who I am as a Teacher of Writing. This reflective paper should include the influences on your teaching as well as concrete ideas of what writing instruction is like in your classroom. You must include the following four subheadings in your paper. Your paper should include an introduction and concluding section. Include the link to your podcast/video and upload it directly to Blackboard. If you don't want to link your podcast to a streaming service that is fine, but you must directly upload your podcast media to the Blackboard area.

- Big theoretical ideas and people that inform my teaching of writing. Who are the writers that shape your ideas about becoming an expert teacher of writing. Include ideas from books you have read, articles, videos, podcasts, mentor teachers, and other sources. Which ideas are the most important to you as a teacher of writing and why?
- Description of the physical classroom environment for teaching writing How will you design your classroom to foster collaboration, dialogue, and growth for your writers? What resources are on hand in terms of technology, books, media, writing tools, and desk configuration? Please be specific here and feel free to sketch your own diagram. Explain the rationale/reasoning for your thinking here. Explain your beliefs here.
- Description of incorporation of modeling, guided practice, and independent practice What are your beliefs that guide you in the areas of modeling, guided practice, and independent practice in the classroom? Include here, also, how technology can help foster these practices in your classroom.
- A description of the students who will emerge from your classroom Ideally, what do you hope your students to be like as writers in your classroom? What do you believe best helps students to grow as writers?

- (An outline/draft will be submitted during the course, with the final draft due at the end of the course during the designated due date.)

RUBRIC for <u>Final </u>Belief Statement about Teaching Writing (20 points possible)

	Levels of Achievement		
Criteria	**Proficient**	**Competent**	**Novice**
Depth of response (5)	**5 to 5 points** Response has depth to answers and reflects thought and rigor.	**3 to 4 points** Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial.	**0 to 2 points** Response is skeletal and surface-oriented and doesn't reflect thought.
Structure and Grammar (5)	Overall paper is 6-8 substantial pages with error-free writing in terms of writing conventions.	Answer is at least 6-8 substantial pages with few errors in writing conventions.	Paper doesn't meet the length requirement and is less than 6-8 substantial pages. More than a few errors in writing conventions.
Connection to course readings and lecture (5)	The paper makes some reference to ideas presented in the textbooks and class lecture.	The paper makes few references to ideas presented in the textbooks and class lecture.	The paper makes almost no references to ideas presented in the textbooks and class lecture.
Inclusion of audio or video recording summarizing your paper (5)	Audio/video is the minimum length (two minutes) and summarizes your big ideas in a concise yet detailed format.	Audio/video is the minimum length (two minutes) and mostly summarizes your big ideas in a concise yet detailed format.	Audio/video is missing, very skeletal, or doesn't provide a concise summary about your big ideas in the paper.

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.

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 Lesson 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 lesson 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.
- Students will create and include evaluation components for a mentor text writing lesson

plan.

- Students will create a belief statement about their personal beliefs about teaching writing.

LIST 5346 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES The learner:	Assignments/ Assessments	National Standards	TExES Domains/ Competencies TExES Reading Specialist Competency 008 (Written Language)
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. The beginning reading specialist: • 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	•Reading Responses and Class Discussion •Mentor Text Lesson Plan •Personal Piece (final draft) Belief Statement about Teaching Writing	**Content Knowledge** IRA Standard 1: Foundational Knowledge	

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), 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. **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.** • 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. • Knowshow to select materials and provide instruction that promotes respect for cultural and linguistic diversity and fosters all students' literacy development.			
Pedagogical Knowledge & Skills—Instruction • 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	•Reading Responses and Class Discussion •Mentor Text Lesson Plan •Personal Piece (final draft) Belief Statement about Teaching Writing	**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

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.			
Dispositions • 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.	•Reading Responses and Class Discussion •Mentor Text Lesson Plan •Personal Piece (final draft)	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.

University of Texas at Arlington
College of Education
Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

    - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
    - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

    - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.