



***Teaching Writing in Language Arts***  
**COURSE SYLLABUS**  
**READ 3326.060**  
**Spring 2025**

<b>Semester:</b>	Spring 2025-January 26th – May 3 <sup>rd</sup>
<b>Course Location:</b>	Online*There will be a required scheduled Zoom conference at the beginning and middle of the semester.
<b>Credit:</b>	3 hours
<b>Instructor Information:</b>	Virginia Frazier, M. Ed.
<b>Office Hours:</b>	Mondays & Wednesdays p.m. 5:30 pm– 7:00 p.m. by appointment (virtually)
<b>Email:</b>	<a href="mailto:VFrazier@uttyler.edu">VFrazier@uttyler.edu</a> (preferred method of contact)

\*\*Please put your course number in your email subject (READ 3326)

**The last day to withdraw from this course is Monday, March 31st.**

## CATALOG DESCRIPTION

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

## KNOWLEDGE BASE(S)

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

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

## STUDENT LEARNING OUTCOMES

Upon successful completion of the requirements of this course, students will have an opportunity to:

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

## ARTIFICIAL INTELLIGENCE STATEMENT

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools

for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

## COURSE EVALUATION AND GRADING

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

### Projects & Grading Criteria

#### **Project #1: Two Case Studies (20 points or 20% of course grade)**

Using the 2017 ELAR Writing TEKS and 6-Trait assessments, students will evaluate two student writing samples (K-2; 3-4; 5-6). Students will recommend “next steps” for each case study and provide explanations for their assessment decisions and recommendations.

#### **Project #2: Writing Process: Memoir (15 points or 15% of course grade)**

Using models of professionally written memoirs and of high-quality student memoirs as mentor texts, students will develop a piece of personal writing by taking it all the way through the writing process. Project includes development of a Heart Map, Expansion of 3 topics, Peer Conferencing, and Final Memoir.

#### **Project #3: Minilessons—Writing Them; Teaching Them (30 points or 30% of course grade).**

Using Case Study data, students will write 2 mini-lessons in a gradual release format and videotape themselves as they were teaching the minilesson to a classroom of students. Use of Mentor Text, Anchor Chart, and correlation to the Composition TEKS (Strand 6) will be included.

#### **Project #4: Writers Notebook (10 points or 10% of course grade)**

Students will maintain a Writers Notebook throughout the semester using suggestions from Barry Lane’s *But How Do You Teach Writing? A Simple Guide for All Teachers*. (2008). Entries will include a Table of Contents, Heart Map, Expansion of Heart Map, *Try This!* exercises, and student topics of choice.

#### **Readings/Learning Activities/Participation (17 points or 17% of course grade)**

Throughout the semester, students will be expected to complete assigned readings, and engage actively in class discussions and all related activities including reflections, virtual discussions, and more.

**Final Exam (8 points or 8% of course Grade).** Specific instructions and schedule to follow.

### Grading Scale

Points	Percent	Grade	Standard
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90-100	90%	A	Excellent/Superior
80-89	80%	B	Good/Above Average
70-79	70%	C	Passable/Average
60-69	60%	D	Unsatisfactory/Below Average*
00-59	59% or Below	F	Not Acceptable/Mediocre

\*(a "D" or lower means that the course will need to be repeated in the SOE)

## REQUIRED TEXTS, MATERIALS, AND LECTURES

### Required Texts:

- Lane, B. (2008). *But how do you teach writing? A simple guide for all teachers.* Scholastic.
- Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers.* Heinemann.

\*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

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

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

**Materials:** You may choose to purchase, in addition to your usual class notebook, a [composition book](#) for your writer's notebook (no spiral). These are inexpensive and useful. Alternatively, you may keep a digital writer's notebook. You may need to purchase other supplies like poster board, chart paper, etc. for your minilessons.

## COURSE POLICIES

### TECHNOLOGY & COMMUNICATION

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

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

- **It is expected that you will check your UT-Tyler email daily, and Canvas regularly for**

information and announcements.

- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

## Computer Literacy Requirement

**You are expected to use Microsoft Word** for all assignments (unless otherwise instructed). Documents submitted in alternative software (e.g. Pages; Rich Text) will not be accepted. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: [Office 365 ProPlus for Students \(uttyler.edu\)](http://uttyler.edu)

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

## ASSIGNMENT SUBMISSION

### Discussion Posts

When posting to a discussion forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. **Attached documents will lose points on discussion post assignments.**

\*All discussion posts require you to respond to at least **TWO** peers by the end of the week (Sunday). There will be 2 due dates for discussion posts. Your original post will be on Friday, and your responses to peers will be on the following Sunday. This will allow everyone to have the opportunity to respond to their peers by the second due date. A minimum of 3 sentences in each response to discussion posts.

### Paper/Project Submission

All written assignments should be carefully proofread and edited.

For written assignments, a "page" is defined as:

- 8½" x 11" paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.

- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.
- Upload written assignments on the Canvas website on the appropriate assignment page.

### **Plan for Printing and Scanning**

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

### **Neatness and professionalism in submitted work**

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

### **APA Style Citation**

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

- **Muntz Library Education page:** <https://libguides.utt Tyler.edu/education>
- See Muntz Library Guide > tab APA <https://libguides.utt Tyler.edu/c.php?g=951442&p=6863329>
- **Also useful to bookmark: The OWL at Purdue:**  
The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

<http://owl.english.purdue.edu/owl/section/2/10/>

### **Timeliness and Participation**

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so WILL affect your grade. Assignments are due **on the day and by the time** they appear. You must communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for being a teacher.

### **Late/Incomplete Work**

You will be permitted to turn in one assignment late (up to 48 hours) with no reduction in your grade. After 48 hours, the assignment will not be accepted.

After that, assignments that are one day late will be lowered 15%. Assignments that are two days late will be lowered 30%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

### **Safe Zone**

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that students conduct themselves in a manner that ALL students are able to consider the classroom a safe environment.

### **UNIVERSITY POLICIES & RESOURCES**

Use the following link to review important university policies and information:

#### **[University Policies](#)**

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#). (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#).
- [UT Tyler PASS Tutoring Center](#).
- [UT Tyler Supplemental](#).
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#).
- [Robert Muntz Library](#). and [Library Liaison](#).
- [Canvas 101](#). (learn to use Canvas, proctoring, Unicheck, and other software)  
LIB 422 -- Computer Lab where students can take a proctored exam

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) .(available to all students)
- [My SSP App](#). (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#).
- [Military and Veterans Success Center](#).(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#).
- [UT Tyler Financial Aid and Scholarship](#).
- [UT Tyler Registrar's Office](#).
- [Office of International Programs](#).
- [Title IX Reporting](#).
- [Patriots Engage](#). (available to all students. Get engaged at UT Tyler.)

### COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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

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

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).



## Fall 2024 READ 3326

### Tentative Activities and Assignments Calendar

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

NOTE 1: The new module for a given week will be up and open no later than Monday at 12:00a.m.

NOTE 2: Initial discussion posts are due on Friday by 11:59 PM. Discussion responses and all other assignments are due by 11:59 p.m. on Sundays, unless otherwise noted.

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

Week & Date of Class	Tentative: Activities Schedule & Assignments Due
<b>Week 1</b> Mon. 01/13/25 to Sun. 01/19/25	<p><i>Topic: Writer’s Workshop and the Writing Process</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> <i>Course Overview</i> (syllabus review, books, Canvas, expectations; overview of semester)  <b>LECTURE:</b> Writer’s Workshop  <b>LECTURE:</b> <i>Introduce Assignment: Two Case Studies</i> (Due end of Week 4 &amp; end of Week 6).  <b>LECTURE:</b> Six-Traits Writing Assessment  <b>LECTURE:</b> Serravallo Walk-through (Overview)</p> <p><b><u>READ:</u></b>            Lane (2008) Introduction: “Teaching with Your Heart and Soul” (pp. 6-9) and Chapter 1, “You’re a Writer, Teach Writing: Reclaiming the Spark of Your Own Literacy” (pp. 10-21).</p> <p><b><u>DUE (01/17 &amp; 01/19):</u></b> Meet and Greet Discussion Board and Peer Replies</p>
<b>Week 2</b>  <b>Martin Luther King, Jr.            Holiday 01/20/25</b>  Tues. 01/21/25 to Sun. 01/26/25	<p><i>Topic: Rich Text Environments: Applying Good Writing Practices to Our Teaching Lives</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 2 Overview  <b>LECTURE:</b> Rich Text Environments  <b>LECTURE:</b> Serravallo Walk-through (Goal 1)  <b>LECTURE:</b> Understanding and Using the ELAR 2017 (Writing) TEKS  <b>LECTURE:</b> <i>Introduce Assignment: Grammar/Mechanics Assessment and Practice</i></p> <p><b><u>READ:</u></b>            Lane (2008) Chapter 2 “Time + Space + Choice = Real Writing” (pp. 22-43)             Serravallo (2017) Goal 1 (pp. 34-55)</p> <p><b><u>DUE (01/26):</u></b> Grammar/Mechanics Assessment and Practice #1  <b><u>DUE (01/26):</u></b> “Try This” exercise #1</p>
<b>Week 3</b> Mon. 01/27/25 to Sun. 02/02/25	<p><i>Topic: Writing Process Stages and Early Writing Development</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 3 Overview  <b>LECTURE:</b> Emergent Writing (K-2)  <b>LECTURE:</b> Serravallo Walk-through (Goal 2)  <b>LECTURE:</b> Tackling the TEKS Overview</p> <p><b><u>READ:</u></b>            Hougan &amp; Smartt (2020) Chapter 10 “Beginning handwriting, spelling, and composition</p>

	<p>instruction” (Download from Canvas Week 3)</p> <p>Lane (2008) Chapter 3 “Creating a Question Culture Through Writing” (pp. 44-59) Serravallo (2017) Goal 2 (pp. 56-88)</p> <p><b>DUE (01/31) &amp; (02/02):</b> Reflection on Strategies Discussion <b>DUE (02/02):</b> Grammar /Mechanics Assessment and Practice #2 <b>DUE (01/31) &amp; (02/02):</b> Emergent Literacy Discussion Board and Peer Replies</p>
<p><b>Week 4</b> Mon. 02/03/25 to Sun. 02/09/25</p>	<p><i>Topic: The Use of Writer’s Notebooks and Mentor Texts in Your Teaching</i></p> <p><b><u>WATCH:</u></b> <b>LECTURE:</b> Week 4 Overview <b>LECTURE:</b> Serravallo walk-through (Goal 3) <b>LECTURE:</b> <i>Introduce Assignment:</i> The Writer’s Notebook (<b>Due Week 14 - 04/27</b>) <b>LECTURE:</b> Mapping the Heart-Georgia Heard TEDx <b>LECTURE:</b> Tackling the TEKS-Writing Process (Planning)</p> <p><b><u>READ:</u></b> Lane (2008) Chapter 4 “A Playground of Possibility: Using a Writer’s Notebook” (pp. 60-79) Serravallo (2017) Goal 3 (pp. 90-131)</p> <p><b>DUE (02/09):</b> Case Study #1 <b>DUE (02/09):</b> Heart Map</p>
<p><b>Week 5</b> Mon. 02/10/25 to Sun. 02/16/25</p>	<p><i>Theme: Memoir Writing as Personal Narrative</i></p> <p><b><u>WATCH:</u></b> <b>LECTURE:</b> Week 5 Overview <b>LECTURE:</b> Using Memoirs as Mentor Texts. Exploring Options for Your Own Work in Voice, Structure, Pacing Using “My Life on the Run”; “Bigger is Better”, &amp; “Eleven” <b>LECTURE:</b> <i>Introduce Assignment:</i> Memoir Project (<b>Due end of Week 8</b>) <b>LECTURE:</b> Serravallo Walk-through (Goal 4) <b>LECTURE:</b> Tackling the TEKS-Composition (Drafting)</p> <p><b><u>READ:</u></b> Lane (2008) Chapter 5 “One writer’s workshop to go, tomorrow” (pp. 80-95) Serravallo (2017) Goal 4 (pp. 132-160)</p> <p><b>DUE (02/16):</b> Grammar/Mechanics Assessment and Practice #3 <b>DUE (02/16):</b> “Try This” exercise #2 <b>DUE (02/16):</b> 3 Memoir Topics Expanded</p>
<p><b>Week 6</b> Mon. 02/17/25 to Sun. 02/23/25</p>	<p><i>Topic: Creating a Community of Writers by Talking, Reading, and Writing Together</i></p> <p><b><u>WATCH:</u></b> <b>LECTURE:</b> Week 6 Overview <b>LECTURE:</b> The Language of Response: Peer Conferencing <b>LECTURE:</b> Serravallo Walk-through (Goal 5) <b>LECTURE:</b> Tackling the TEKS-Composition (Revising)</p> <p><b><u>READ:</u></b> Lane (2008) Chapter 6 “Story matters: Using narrative to teach all writing and succeed in life” (pp. 96-110) Serravallo (2017) Goal 5 (pp.162-207) <b>DUE (02/23):</b> Case Study #2</p>
<p><b>Week 7</b></p>	<p><i>Topic: The Power of Narrative as a Foundation to Writing</i></p>

<p>Mon. 02/24/25 to Sun. 03/02/25</p>	<p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 7 Overview  <b>LECTURE:</b> Three Different Mini lectures from Professional Story Tellers  <b>LECTURE:</b> <i>Introduce Assignment:</i> Watching Videos of Excellent Writing Instruction in Grades 3-5 (Due end of Week 10)  <b>LECTURE:</b> Serravallo walk through (Goal 6)  <b>LECTURE:</b> Tackling the TEKS-Composition (Editing, pt. 1)</p> <p><b><u>READ:</u></b>  Lane (2008) Chapter 7, “Genre, Gender, and Je Ne Sais Quoi: Creating writing assignments that last forever” (pp. 111-127).  Serravallo-Goal 6 (pp. 208-257)</p> <p><b>DUE (02/28) &amp; (03/02):</b> Peer Conference of 3 Memoir Topics  <b>DUE (03/02):</b> “Try This” Exercises #3</p>
<p><b>Week 8</b> Mon. 03/03/25 to Sun. 03/09/25</p>	<p><i>Topic: Beyond Quizzes and Book Reports: Genre Study and Using Genres to Organize Your Year (and) Integrating Technology in the Writer’s Workshop</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 8 Overview  <b>LECTURE:</b> <i>Introduce Assignment:</i> Choice of App Discussion Board (Due Week 9 - 03/14 and 03/16)  <b>LECTURE:</b> Genre Study as Perfect Integration of Reading and Writing  <b>LECTURE:</b> Tackling the TEKS-Composition (Editing, pt. 2)</p> <p><b><u>READ:</u></b>  Lane (2008) Chapter 8 “Literacy without boundaries” (pp. 128-140)</p> <p><b>DUE (03/09):</b> Memoir  <b>DUE (03/09):</b> Digital App Choice</p>

<p><b>Week 9</b> Mon. 03/10/25 to Sun. 03/16/25</p>	<p><i>Theme: Minilessons – The Heart of the Writer’s Workshop</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 9 Overview  <b>LECTURE:</b> Writing Minilessons  <b>LECTURE:</b> <i>Introduce Assignment:</i> Minilessons—Writing Them; Teaching Them (#1 due Week 11 on 04/06; #2 due Week 13 on 04/20)  <b>LECTURE:</b> Serravallo walk-through (Goal 7)  <b>LECTURE:</b> Tackling the TEKS-Composition (Writing Process-Publish)</p> <p><b><u>READ:</u></b>  Lane (2008) Chapter 9 “It’s done...not! Learning the find the “aha!” moments of revision (pp. 142-166).  Serravallo (2017) Goal 7 (pp. 258-293)</p> <p><b>DUE (03/14) &amp; (03/16):</b> Choice of App Discussion Board and Peer Replies  <b>DUE (03/16):</b> Grammar/Mechanics Assessment and Practice #4  <b>DUE (03/16):</b> Try This! #4</p>
<p><b>March 17-21</b>      <i>SPRING BREAK</i></p>	
<p><b>Week 10</b> Mon. 03/24/25 Sun. 03/30/25</p>	<p><i>Theme: Teaching Grammar During Writing, Not in Isolation</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 10 Overview  <b>LECTURE:</b> Teaching Grammar in the Context of Writing, Jeff Anderson  <b>LECTURE:</b> Serravallo Walk-through (Goal 8)  <b>LECTURE:</b> Tackling the TEKS-Composition (Genres-Literary Texts)</p> <p><b><u>READ:</u></b>  Lane (2008) Chapter 10 “Grammar Got Run Over by a Reindeer: Teaching Skills in a Fun Context” (pp. 167-179)</p> <p>Serravallo (2017) Goal 8 (pp. 294-319)</p> <p><b>DUE (03/28) and (03/30):</b> Mini Lesson #1 Video &amp; Peer Review  <b>DUE (03/28) and (03/30):</b> Watching Videos of Excellent Writing Instruction in Grades 3-5 Assignment</p>
<p><b>Week 11</b> Mon. 03/31/25 to Sun. 04/06/25</p> <p><i>Last day to withdraw: March 31</i></p>	<p><i>Theme: Writing Across the Content Areas</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 11 Overview  <b>LECTURE:</b> Writing Across all the Content Areas  <b>LECTURE:</b> Serravallo Walk-through (Goal 9)  <b>LECTURE:</b> Tackling the TEKS-Composition (Genres-Informational Texts)</p> <p><b><u>READ:</u></b>  Lane (2008) Chapter 11 “You Don’t Fatten a Pig by Weighing It, Do You? Making Assessment and Testing Work for Your Students and You” (pp. 180-200)</p> <p>Serravallo (2017) Goal 9 (pp. 320-358)</p> <p><b>DUE (04/06):</b> Mini Lesson #1 Final Version</p>

<p><b>Week 12</b> Mon. 04/07/25 to Sun. 04/13/25</p>	<p><i>Theme: Building Stamina in the Writer's Workshop by Building Student's Writing Muscle</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 12 Overview  <b>LECTURE:</b> Power Writing by Building Writing Muscle  <b>LECTURE:</b> Serravallo Walk-through (Goal 10)  <b>LECTURE:</b> Tackling the TEKS-Composition (Genres-Argumentative/Opinion)</p> <p><b><u>READ:</u></b>  Lane (2008) Epilogue "Return to the pencil planet" (pp. 201-205)  "Lane's top 21 forms" (p. 206-233)  "Genre list" (p. 234)  "Barry's favorite rubric" (p. 235)  "A year of writing" (pp. 236-237)</p> <p>Serravallo (2017) Goal 10 (pp. 360-382)</p> <p><b>DUE (04/11) and (04/13):</b> Mini Lesson #2 Video &amp; Peer Review</p>
<p><b>Week 13</b> Mon. 04/14/25 to Sun. 04/20/25</p>	<p><i>Theme: Putting It All Together</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Week 13 Overview  <b>LECTURE:</b> Review: Key Components of Writing Instruction  <b>LECTURE:</b> Tackling the TEKS-Composition (Genres-Correspondence)</p> <p><b><u>READ:</u></b>  Serravallo Appendix: Publishing and Celebrating Writing (pp. 384-395)</p> <p><b>DUE (04/20):</b> Mini Lesson #2 Final Version</p>
<p><b>Week 14</b> Mon. 04/21/25 to Sun. 04/27/25</p>	<p><i>Theme: Reflecting on what we know and want to learn</i></p> <p><b><u>WATCH:</u></b>  <b>LECTURE:</b> Overview and directions for the Final Exam</p> <p><b>DUE (04/27):</b> Writer's Notebook (WNB)</p>
<p><b>Week 15</b> Mon. 04/28/25 to Fri. 05/02/25</p>	<p><b><i>Final Exams</i></b></p> <p>The final exam for this class is ONLINE and is due by Wednesday <b>04/30/25 at 11:59 pm.</b></p>