

The University of Texas at

Teaching Writing in Language Arts
COURSE SYLLABUS
READ 3326.061
Spring 2024

Course Location:	100% Online
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Email:	jillcarter@uttyler.edu (preferred method of contact)
Office:	BEP 248-A
Office Phone:	903-565-5669
Office Hours:	Mondays and Wednesdays: 9:45 a.m. - 11:15 a.m. (in person) and by appointment (in person and virtual)
First Day of Class:	Tuesday, January 16, 2024
Spring Break:	March 11-15, 2024
Last Day to Withdraw:	March 25, 2024
Last Day of Instruction:	Friday, April 26, 2024
Finals Week:	April 29-May 3, 2024

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.

D. Student Learning Outcomes

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

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

Correlations Among Student Learning Outcomes, Relevant EC-6 Language Arts & Reading Standards, and Course Projects & Assessments				
Learning Outcomes	International Literacy Association Standards	Texas Board for Educator Certification Standards	Texas Educator Standard(s)	Projects
1. Develop a foundational knowledge of the development of writing in children, beginning from birth and continuing into the upper elementary grades.	ILA Standard 1. Foundational Knowledge.	English Language Arts and Reading EC-6 Standard IV. <i>Literacy Development and Practice</i> English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i> English Language Arts and Reading EC-6 Standard IX. <i>Writing Conventions</i>	Standard 3--Content Knowledge and Expertise. Standard 6--Professional Practices and Responsibilities.	Writing Process: Memoir Mini lessons Quizzes Three Case Studies Grammar & Mechanics Video Project
2. Enhance one's own writing skills by participating in the writing process.	ILA Standard 1. Foundational Knowledge. ILA Standard 2. Curriculum and Instruction. ILA Standard 6. Professional Learning and Leadership	English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i> English Language Arts and Reading EC-6 Standard XII. <i>Viewing and Representing</i>	Standard 2--Knowledge of Students and Student Learning. Standard 3--Content Knowledge and Expertise.	Writers Notebook Writing Process: Memoir
3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.	ILA Standard 2. Curriculum and Instruction. ILA Standard 4. Diversity. ILA Standard 5. Literate Environment.	English Language Arts and Reading EC-6 Standard IV. <i>Literacy Development and Practice</i> English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i>	Standard 1—Instructional Planning and Delivery Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment	Mini lessons Connections to Teaching/Technology Integration Three Case Studies Video Project Discussion Posts
4. Apply the knowledge gained, using best practices and current research in order to:	ILA Standard 2. Curriculum and Instruction.	English Language Arts and Reading EC-6 Standard VIII. <i>Development of Written Communication</i>	Standard 1--Instructional Planning and Delivery	Connections to Teaching /Technology Integration Mini lessons

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

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

F. Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled with name, date, and topic, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent/Superior
80-89	80%	B	Good/Above Average
70-79	70%	C	Passable/Average
60-69	60%	D	Unsatisfactory/Below Average*
*[a "D" or lower means that the course will need to be repeated in the SOE]			
00-59	59% or Below	F	Not Acceptable/Mediocre

G. Required Texts, Materials, and Lectures:

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

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

Books: *two required text:*

- #1_Lane, B. (2008). *But how do you teach writing? A simple guide for all teachers*. Scholastic.
- #2_Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann.

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

* UT Tyler bookstore (find textbooks)

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

H. Learning Outcomes, Topics, and Standards Matrix.

Learning Outcomes	Course Topics	Assessments	Standards
1. Develop a foundational knowledge of the development of writing in young children, beginning from birth and continuing into the upper elementary grades.	<ul style="list-style-type: none"> • Structuring a language arts program • Writing Workshop overview • Writing process (stages) 	Video Project WNB Mini-lessons TechConnection to teaching	*Texas Educator Standards (TES) 1Ai, 1Aii; 1Eiii, *InTASC 1f, 1g, 1i *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B *ISTE 1a, 3a *ELPS 1a, 1b, 1c *TxCCRS A1, A2

	<ul style="list-style-type: none"> • Early writing development • The writer's notebook • Modeling and think alouds • Using literature as mentor texts 	<p>Case Studies</p> <p>Library lessons</p> <p>Final exam</p>	
2. Enhance one's own writing skills by participating in the writing process.	<ul style="list-style-type: none"> • Writing process (stages) • The writer's notebook • Modeling and think alouds • Using literature as mentor texts 	<p>Memoir</p> <p>WNB</p> <p>Conferences</p> <p>Mini-lessons</p>	<p>*Texas Educator Standards (TES) 6Ai, 6Aii, 6Aiii</p> <p>*InTASC 1a</p> <p>*TEKS Ch 110 11A, 11Bi, 11Bii; 11C; 11D i-xi; 11E</p> <p>*TxCCRS 1A1, 1A2, 1A3, 1A4, 1A5.; B1, B2, B3</p>
3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.	<ul style="list-style-type: none"> • Mini lessons • Talk as part of writing • The writing conference • Writing assessment – 6 Traits and other models • Genre study • Revision • Editing • Evaluation and grading 	<p>Mini-lessons</p> <p>Video Project</p> <p>Case Studies</p> <p>TechConnection to teaching</p> <p>Final exam</p> <p>Grammar & mechanics</p>	<p>*Texas Educator Standards (TES) 3Ai; 4Ai, 4Aii, 4Aii, 4Bi, 4Bii, 4Biii</p> <p>*InTASC 2e, 2J,</p> <p>*TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H</p> <p>*ISTE 3a 3b</p> <p>*ELPS 2c, 2e</p> <p>*TxCCRS 5A, 5B, 5C</p>
4. Apply the knowledge gained, using best practices and current research in order to: a. Systematically design and develop a classroom community of and for writers. b. Deploy varieties of instruction, strategies, and materials to teach writing as a process. c. Teach writing as a complex social process related to reading, talking, thinking, and more. d. Teach writing in such a way that values and respects the purposes that writers bring to their writing.	<ul style="list-style-type: none"> • Responding in writing to writers • The literature-based classroom • Rich text environments • Applying good teaching of writing practices to our teaching lives • Applying knowledge of development of writing to a real writer 	<p>Tech connection to teaching</p> <p>Mini lessons</p> <p>Case Studies</p> <p>Grammar & mechanics</p>	<p>*Texas Educator Standards (TES) 4Dii, 5Aii, 5Aii</p> <p>*InTASC 3d, 3e, 3f</p> <p>*TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H</p> <p>*ISTE 5a, 5b</p> <p>*ELPS 3a, 3c, 3e, 4b</p> <p>*TxCCRS</p>

COURSE POLICIES

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

TECHNOLOGY: Internet; email; Canvas

Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course 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.

Technology Troubles?

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

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

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

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 Thursday, 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.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* <http://library.uttyler.edu> This

link is the homepage of the UTTyler library, visit it and note the CHAT feature. This can be a lifesaver. Check out this help page too <http://library.uttyler.edu/help>



Assignment Submission:

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 in the marked area in each module

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.uttyler.edu/education>

See Muntz Library Guide > tab **APA** <https://libguides.uttyler.edu/c.php?g=951442&p=6863329>

Also useful to bookmark: The OWL at Purdue:

The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

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

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so **WILL** affect your grade. Assignments are **due on the day and by the time** on which they appear.

THIS IS A professional preparation class, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for being a teacher.

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

Completion of assigned reading and every video lecture is imperative to your individual development as a professional as is being prepared to engage in substantive discussion over the assigned readings.

*****All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.*****

————→ Late/Incomplete Work

Assignments turned in after the due date are considered late. Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 40%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

Ten Suggestions for Success in Course

1. Do all the readings and watch all recorded lectures – Not completing them is always tempting. However, you will find it much more challenging to participate in discussions, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in online discussions and other discussions if they are part of a day's assignments.
3. Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.
4. Print out, **read, and reread** the syllabus. Print out, **read and reread** assignment instruction handouts. Check items off as they are completed. Your grade on assignments will be impacted if directions are not followed.
5. Make connections between readings; learn to think about ways strategies **CAN** be tweaked to serve **YOUR** students. Collect promising lesson ideas and file carefully.
6. Some of the best insights for understanding texts and deciding on topics for essays come from sounding ideas off other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, **you will produce better work** if you give yourself time to think through various concepts.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do reading and research outside of what is assigned; this will help to generate more discussion and will make writing easier.

10. **Talk to me** – If there is a problem or a question, please talk to me either by email or make an appointment. I am here to help you be successful in this course and prepare you for teaching in the classroom.

BIBLIOGRAPHY

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- Cappell, M. (2006). Children's voices about literacy and language. *Language Arts*, 83(6), 482-491.
- Glasswell, K., & Parr, J. M. (2009). Linking assessment and teaching in talk around writings. *Language Arts*, 86(5), 352-361.
- Hougen, M. C. & Smartt, S. M. (2020). *Fundamentals of literacy instruction & assessment*, Pre-K-6 (pp. 163-182). Paul H. Brooks Publishing Co.
- Fletcher, R. & Portalupi, J. (2001). The writing workshop. In *Writing workshop the essential guide* (pp. 1-5). Heinemann.
- Flower, L. & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-387.
- Kaufman, D. (2001). Organizing and managing the language arts workshop: A matter of motion. *Language Arts*, 79(2), 114-123.
- NCTE Beliefs on the Teaching of Writing can be found at this link:
<http://www.ncte.org/positions/statements/writingbeliefs>
- Prior, P. (2006). A sociocultural theory of writing. In C. A. MacArthur, S. Graham & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 54-66). Guilford.
- Ray, K. W. (2004). Why Cauley writes well: A close look at what a difference good teaching can make. *Language Arts*, 82(2), 100-109.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

- For a full list of university policies including information related to the topics listed below, click this link: <https://www.uttyler.edu/links/>
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) [https://www.uttyler.edu/counseling/University Guidelines, Links and Policies](https://www.uttyler.edu/counseling/University%20Guidelines,%20Links%20and%20Policies)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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

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

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

Texas Education Standards: The School of Education 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](#).

Spring 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 5:00pm. A Canvas Announcement will be sent to all students when each week's module is open.

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

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

Week; Date of Class;	Tentative: Activities Schedule & Assignments Due
Week 1 Tues. 01/16/24 to Sun. 01/21/24	<p><i>Topic: What is writer's workshop and why is writing important?</i></p> <p><u>WATCH:</u> LECTURE: <i>Course Overview</i> (syllabus review, books, Canvas, expectations; overview of semester) LECTURE: What is a writer's workshop and why is it Important? LECTURE: <i>Introduce Assignment: Two Case Studies</i> (Due end of Week 4 & end of Week 6). LECTURE: Six-Traits Writing Assessment LECTURE: Serravallo walk-through (Overview)</p> <p><u>READ:</u> 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><u>DUE (01/21):</u> Meet and Greet Discussion Board and Peer Replies</p>
Week 2 Mon. 01/22/24 to Sun. 01/28/24	<p><i>Topic: Rich Text Environments: Applying good writing practices to our teaching lives</i></p> <p><u>Watch:</u> LECTURE: What is a rich text environment? LECTURE: Serravallo walk-through (Goal 1) LECTURE: Understanding and using the ELAR 2017 (Writing) TEKS LECTURE: <i>Introduce Assignment: Grammar/Mechanics Assessment and Practice</i></p> <p><u>READ:</u> Lane (2008) Chapter 2 "Time + space + choice = Real Writing" (pp. 22-43)</p> <p><u>DUE (01/28):</u> Grammar/Mechanics Assessment and Practice #1 <u>DUE (01/28):</u> "Try This" exercise #1</p>
Week 3 Mon. 01/29/24 to Sun. 02/04/24	<p><i>Topic: Writing process stages and early writing development</i></p> <p><u>WATCH:</u> LECTURE: Emergent Writing (K-2) LECTURE: Serravallo walk-through (Goal 2) LECTURE: Tackling the TEKS</p>

	<p><u>READ:</u> Hougan & Smartt (2020) Chapter 10 “Beginning handwriting, spelling, and composition instruction (Download from Canvas Week 3)</p> <p>Lane (2008) Chapter 3 “Creating a question culture through writing” (pp. 44-59)</p> <p>DUE (2/04): Grammar /Mechanics Assessment and Practice #2 DUE (2/04): Emergent Literacy Discussion Board and Peer Replies DUE (2/04): “Try This” exercises #2</p>
<p>Week 4 Mon. 02/05/24 to Sun. 02/11/24</p>	<p><i>Topic: The use of writer’s notebooks and mentor texts in your teaching</i></p> <p><u>WATCH:</u> LECTURE: Using memoirs as mentor texts. Exploring options for your own work in voice, structure, pacing using “My Life on the Run”; “Bigger is Better”, & “Eleven” LECTURE: Serravallo walk-through (Goal 3) LECTURE: <i>Introduce Assignment:</i> Memoir Project (Due end of Week 8) LECTURE: <i>Introduce Assignment:</i> The Writer’s Notebook (Due end of Week 14)</p> <p><u>READ:</u> Lane (2008) Chapter 4 “A playground of possibility: Using a writer’s notebook” (pp. 60-79)</p> <p>DUE (02/11): Case Study #1 DUE (02/11): Heart Map</p>
<p>Week 5 Mon. 02/12/24 to Sun. 02/18/24</p>	<p><i>Theme: Creating a community of writers by talking, reading, and writing together</i></p> <p><u>WATCH:</u> LECTURE: Serravallo walk-through (Goal 4) LECTURE: The Language of Response: Peer Conferencing</p> <p><u>READ:</u> Lane (2008) Chapter 5 “One writer’s workshop to go, tomorrow” (pp. 80-95)</p> <p>DUE (02/18): Grammar/Mechanics Assessment and Practice #3 DUE (02/18): “Try This” exercise #3 DUE (02/18): 3 Memoir Topics Expanded</p>
<p>Week 6 Mon. 02/19/24 to Sun. 02/25/24</p>	<p><i>Topic: Listening to what professional storytellers say</i></p> <p><u>WATCH:</u> LECTURE: Serravallo walk-through (Goal 5)</p> <p><u>READ:</u> Lane (2008) Chapter 6 “Story matters: Using narrative to teach all writing and succeed in life” (pp. 96-110)</p> <p>DUE (02/25): Case Study #2</p>
<p>Week 7 Mon. 02/26/24 to Sun. 03/03/24</p>	<p><i>Topic: Beyond quizzes and book reports: Genre study and using genres to organize your year</i></p> <p><u>WATCH:</u> LECTURE: Genre study as perfect integration of reading and writing LECTURE: Serravallo walk through (Goal 6)</p> <p><u>READ:</u> Lane (2008) Chapter 7, “Genre, gender, and je ne sais quoi: Creating writing assignments that last forever” (pp. 111-127).</p>

	<p>DUE (03/03): Peer Conference of 3 Memoir Topics DUE (03/03): “Try This” Exercises #4</p>
<p>Week 8 Mon 03/04/24 to Sun. 03/10/24</p>	<p><i>Topic: Integrating technology in the writer’s workshop</i></p> <p><u>WATCH:</u> LECTURE: <i>Introduce Assignment:</i> Choice of App Discussion Board Instructions (Due 3/26 and 3/29)</p> <p><u>READ:</u> Lane (2008) Chapter 8 “Literacy without boundaries” (pp. 128-140)</p> <p>DUE (03/10): Memoir</p>
Spring Break - 3/11 to 3/17	
<p>Week 9 Mon. 03/18/24 to Sun. 03/29/24</p>	<p><i>Theme: Mini Lessons – The heart of the writer’s workshop</i></p> <p><u>WATCH:</u> LECTURE: Mini Lessons, the structure and components LECTURE: <i>Introduce Assignment:</i> Minilessons—Writing Them; Teaching Them (1 due ; #2 due) LECTURE: Serravallo walk-through (Goal 7)</p> <p><u>READ:</u> Lane (2008) Chapter 9 “It’s done...not! Learning the find the “aha!” moments of revision (pp. 142-166).</p> <p>DUE (03/29): Grammar/Mechanics Assessment and Practice #4 DUE (03/29): Choice of App Discussion Board and Peer Replies</p>
<p>Week 10 Mon. 03/25/24 to Sun. 03/31/24</p>	<p><i>Theme: Teaching grammar during writing, not in isolation</i></p> <p><u>WATCH:</u> LECTURE: Teaching Grammar in the Context of Writing, Jeff Anderson LECTURE: Serravallo walk-through (Goal 8)</p> <p><u>READ:</u> Lane (2008) Chapter 10 “Grammar got run over by a reindeer: Teaching skills in a fun context” (pp. 167-179)</p> <p>DUE (03/31): Mini Lesson #1 Video & Peer Review</p>
<p>Week 11 Mon. 04/01/24 to Sun. 04/07/24</p> <p><i>10/30/23 is the last day to withdraw from a course with a W on transcript.</i></p>	<p><i>Theme: Writing across the content areas</i></p> <p><u>WATCH:</u> LECTURE: Writing Across all of the Content Areas LECTURE: Serravallo walk-through (Goal 9)</p> <p><u>READ:</u> Lane (2008) Chapter 11 “You don’t fatten a pig by weighing it, do you? Making assessment and testing work for your students and you” (pp. 180-200)</p> <p>DUE (04/07): Mini Lesson #1 Final Version</p>

<p>Week 12 Mon. 04/08/24 to Sun. 04/14/24</p>	<p><i>Theme: Building stamina in the writer's workshop by building student's writing muscle</i></p> <p><u>WATCH:</u> LECTURE: Power Writing by Building Writing Muscle LECTURE: Serravallo walk-through (Goal 10) <u>READ:</u> Lane (2008) Epilogue "Return to the pencil planet" (pp. 201-205) "Lane's top 21 forms" (p. 206-233) "Genre list" (p. 234) "Barry's favorite rubric" (p. 235) "A year of writing" (pp. 236-237)</p> <p>DUE (04/14): Mini Lesson #1 Video & Peer Review</p>
<p>Week 13 Mon. 04/15/24 to Sun. 04/21/24</p>	<p><i>Theme: Putting it altogether – A review of the components of the writer's workshop</i></p> <p><u>WATCH:</u> LECTURE: A Review of the Components of the writer's workshop LECTURE: Serravallo's appendices</p> <p>DUE (04/21): Mini Lesson #1 Final Version</p>
<p>Week 14 Mon. 04/22/24 to Sun. 04/28/24</p> <p><i>Last week of classes</i></p>	<p><i>Theme: Reflecting on what we know and want to learn</i></p> <p><u>WATCH:</u> LECTURE: Overview and directions for the Final Exam</p> <p>DUE (04/28): Writer's Notebook (WNB)</p>
<p>Week 15 Mon. 04/29/24 to Fri. 05/03/24 FINALS WEEK</p>	<p>The final exam for this class is ONLINE and is due by Wednesday 05/01/24 by 11:59pm.</p>