



READ 5304
Teaching Writing in K-12 Contexts
The University of Texas at Tyler
School of Education

Course: READ 5304-060 (81113)
Semester & Year: Fall 2025
Location: Graduate - Online

Instructor Information: Dr. Gina M. Doepker
Professor of Literacy Education
Office: BEP 248 C
Phone: 903-566-6206
Email: gdoepker@uttyler.edu (DO NOT ADD “patriots” to email.)
Office Hours: Virtual Zoom Office: Wednesday 1:00-4:00

Important Reminders & Deadlines

First Class Day	August 25, 2025
Deadline for Fall 2025 Graduation	October 1, 2025
Registration for Spring 2026 Begins	November 3, 2025
Last Day to Withdraw from Course	November 4, 2025
Thanksgiving Break	November 24-28, 2025
Final Exam Week	December 8-12, 2025
Spring Commencement	December 12-13, 2025

Catalog Course Description: “Exploration of writing as a process and product with particular emphasis on how to teach writing effectively and creatively in the PreK-12 classroom.”

Knowledge Base(s): This graduate level course is designed as immersion in theory, practice, and design of workshop-based literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying the process of writing, engaging in writing, and learning how to teach writing effectively in PreK-12 school settings.

Course content is informed by established research, policy, and practice resources, which focus on the role of writing as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of writing.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2017; TEA, 2012). **ILA standards** pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; Standard 3: Assessment and Evaluation, and Standard 5: Literate Environment. **TExES Standards** pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy,

Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership.

Student Learning Outcomes (SLO): Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop an understanding of current and historical research and theory in writing and reading, to inform and impact effective literacy teaching practices, focusing on workshop models, within schools.
2. Explore the practice of writing workshop both as a participant and as a writing workshop leader/teacher in order to make informed decisions that impact the design and development of reading and writing workshop lessons and units; become familiar with strategies that support writers; and develop a variety of ways to monitor progress. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.
3. Apply knowledge and skills of writing and reading workshop research and best practices to explore critical issues facing K-12 teachers and students, to plan both long and short-term curriculum for individual teachers, grade levels, and schools.

Standards Matrix:

LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX			
# SLO	<i>Student Learning Outcome (SLO): The student will...</i>	<i>Assessment</i>	<i>Standards</i> *Texas Examination of Educator Standards (TExES) *Texas Educator Standards (TES) *International Literacy Association (ILA) Standards
1	Develop an understanding of current and historical research and theory in writing and reading, to inform and impact effective literacy teaching practices, focusing on workshop models, within schools.	Online discussions/Synthesize & Discuss including Evidence-Based Writing Instruction (ILA 1.2, 1.3, 4.3, 6.1) Rationale for Workshop Design	*TExES Domain 4 *TES 2Ai; 2Aii; 2Aiii; 3Ai; 3Aii; 3Aiii; 6Dii *ILA (see column to the left)

2	Explore the practice of writing workshop both as a participant and as a writing workshop leader/teacher in order to make informed decisions that impact the design and development of reading and writing workshop lessons and units; become familiar with strategies that support writers; and develop a variety of ways to monitor progress.	Writing Workshop Experience (Writers Notebook & Memoir Process) (ILA 2.3) Modeling Writing Strategy Instruction for/with Colleagues (ILA 2.4, 4.3) Reading Workshop Experience Final Presentation of Workshop Design	TEExES Domain 2 *TES 4Aii; 4Aiii; 6Ai; 6Aii; 6Aiii; 6Bi; 6Bii *ILA (see column to the left)
3	Apply knowledge and skills of writing and reading workshop research and best practices to explore critical issues facing K-12 teachers and students, to plan both long and short-term curriculum for individual teachers, grade levels, and schools.	Workshop Design (ILA 1.2, 2.1, 5.4) (Arc of the Year subsection: ILA 2.2) Adapt strategies & reconstruct one for inclusivity (ILA 4.3)	*TEExES Domains 2, 3, 4 *TES 1Ai; 1Aii; 1Aiii; 2Bi; 2Bii; 2Biii; 3Ai; 3Bi; 3Bii; 3Biii; 5Ai; 5Aii; *ILA (see column to the left)

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

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

1. Various Online Discussions & E-Learning Activities (25 points)

Description: As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

Main Tasks: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking

critical questions, collaborating with others, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings, or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about *differently* because of this/these reading(s)? What questions does it raise for you?

Evaluation: Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

2. Reading Workshop Experience (10 points)

This assignment is designed for *you to experience* (as an adult, that is, at *your* level) independent choice-based reading and reading workshop. Select, acquire, and read an award-winning Young Adult (YA) novel from a list provided. Show your thinking as you read by recording your response as you read. Share your “kinds of thinking” and engage in discussion with peers and with the instructor.

3. Memoir/Writing Process Experience (Writer’s Notebook) (25 points)

Description: Engaging in the workshop process, students will keep a writer’s notebook, explore and develop several topics, and from those, draft two or three compositions. From those, you will select one and take it through the writing process and produce one full length piece of polished personal writing.

Main Tasks: Students will engage in topic searching, development, and selection via the writer’s notebook; then, drafting, conferencing, revising, editing, and publishing. Engaging in and taking a piece through the workshop process, students will keep and use a writer’s notebook; explore several topics, develop two or three compositions, then select one to bring to a full length, polished, six- to ten-page piece of personal writing (e.g. memoir).

Evaluation: Completing entries in writer’s notebook in a well-developed and timely manner. Development of topics to at least one page each. Engagement in the conference process where each student gives feedback to peers, as well as receives feedback from those peers as well as from the instructor. Production of several drafts that show substantive revision from one draft to the next of the piece of personal writing -- up to the final copy. All jottings, notebook entries, conference notes, drafts, and an author’s note (in which you describe and

reflect on your experience in writing as well as set goals for yourself as a writer), etc. to be submitted electronically as one document. Instructor feedback will be ongoing in this project.

4. **Workshop Design Project (35 points)**

Description: You will write an overview (arc of the year) of one year's Workshop Design that uses 50% reading and 50% writing. And you will write curriculum for the first month of the school year that creates the foundation for writing and reading workshop for that grade, for the rest of the year.

Main Tasks: Students will have an opportunity to apply what they have learned about research, process, and pedagogy to design writing and reading workshop curriculum for a specific grade level that aims to enhance the writing skills of students in real-world-school settings.

Students will design a month-long unit that focuses on successfully launching the W/R workshop and that uses personal writing to do so. You may point to what's coming next in your unit. For example, logical next steps could be genre writing and genre study (book floods, inquiry); or informational/research writing. Although you will not write minutely detailed daily lesson plans (like student teachers write), you will write broad lesson plans that elaborate a logical and cumulative set of goals, and experiences that you will take students through as you build toward your vision articulated in your arc of the year.

*Your unit of study will be informed by relevant theories, research, and practice, that you cite, with respect to writing and reading workshop and to the readings, videos, and lectures in this course.

In developing the unit of study, you should provide

- (a) **Arc of the Year:** an overarching plan for writing and reading workshop for the academic year.
- (b) **Rationale/Goal Statement:** supported by research (using APA 7 style) for the year and for developing the unit for the target group of students in your selected classroom,
- (c) **ELAR TEKS & SLOs:** which are tied clearly and logically to your student learning outcomes/
- (d) **Unit of Study/Lesson Plans:** for implementing the unit of study (including mini lessons, projects etc.).
- (e) **Materials List:** used in the unit of study including titles of mentor texts; samples of titles for "book floods"; and digital tools and technology that you select (using correct APA 7 citation style).
- (f) **Evaluation & Appendices:** outlines how you will assess student achievement of the learning outcomes.

You will have an opportunity to present your proposed Workshop Design Project by using one or more digital tools of your choice.

Evaluation: The proposed unit of study will be evaluated based upon the extent to which you have effectively addressed and smoothly integrated a 50/50 balance of reading workshop with writing workshop supported by workshop theories and practices and carefully selected quality materials with which to value and strengthen students' literacy development and/or

content learning through writing. This project will be developed and submitted in incremental stages. Instructor feedback will be ongoing in this project.

5. Program Portfolio Artifact (QEP) (5 points)

Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

- 1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)
- 2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA 7 guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: November 4th

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. E-Learning, Readings, Discussions	25%	25 points	On-going
2. Reading Workshop Experience	10%	10 points	Weeks 5-9
3. Memoir/Writing Process Experience	25%	25 points	Weeks 1-7
4. Workshop Design Project	35%	35 points	Weeks 7-15
5. Portfolio Artifact	5%	5 points	Week 15
Totals	100%	100 points	

Performance Standards

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped) Average
66-74	66%	D	(Poor) Below Average
00-65	65% or below	F	(Unacceptable) Mediocre

NEW Required Texts, Materials, & Supplies:

Core Readings: The core readings selected for purposes of this course consist of book chapters, reports, and articles selected from research handbooks, literacy journals, and other relevant sources (see list of journals and list of references below). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Texas Essential Knowledge and Skills (TEKS): <https://tea.texas.gov/curriculum/teks/>

Required Books

1. Atwell, N. (2015). *In the middle: A lifetime of learning about writing, reading, and adolescents* (3rd ed.). Heinemann. ISBN: 978-0-325-02813-2

Please note: Get this 3rd (2015) edition, **not an older one**. This edition is filled with rich, classic text that is appropriate for upper elementary, middle, and high school.
2. Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann. ISBN: 978-0-358-97238-9
3. Souto-Manning, M., & Martell, J. (2024). *Reading, writing, and talk: Teaching for Equity and justice in the early grades* (2nd ed.). Teachers College Press.
ISBN: 978-08077-8630-7
4. Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Heinemann. ISBN: 978-0-325-08113-7
5. Award Winning YA Novel: To be determined. (Can be borrowed.)
6. Geneva, G. (2018). [*Culturally responsive teaching: Theory, research, and practice*](#) (3rd ed.). New York: Teachers College.
7. [*Publication Manual of the American Psychological Association*](#): 7th Edition, (2020)
APA 7th Edition

Highly Recommended Books

1. Serravallo, J. (2024). *The writing strategies book: Companion charts*. Heinemann. ISBN: 978-0-325-17973-5
2. Fletcher, R. (1996). *A writer's notebook. Unlocking the writer within you*. Harper.

Highly Recommended Professional Organization Membership

1. National Council of Teachers of English (NCTE) A [student membership](#) is \$30 for the year – an incredible value. Membership in NCTE will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more including a lot of support as a teacher of writing.
2. International Literacy Association (ILA) A [student membership](#) is \$39 for the year. As an ILA member, you'll get [exclusive member benefits](#) including ready-to-use resources, special discounts, and opportunities to participate in the ILA community.

Recommended Journals

- a. *American Educational Research Journal*
- b. *Educational Leadership*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Educational Psychology*
- e. *Journal of Learning Disabilities*
- f. *Journal of Literacy Research*
- g. *Language Arts*
- h. *Reading Research Quarterly*
- i. *Tapestry Journal*
- j. *The Reading Teacher*

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.*

READ 5304-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Fall 2025

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK# MODULE# BEGIN DATE	ACTIVITIES and ASSIGNMENTS	DUE DATES
WEEK 1 MODULE 1 M 8/25	<p>READINGS: Reading 1: Fletcher & Portalupi The Writing Workshop Reading 2: Organizing for Writers' Workshop Reading 3: Bomer Building Adolescent Literacy - Writer's Workshop Reading 4: Mary Amato's Tips for Keeping a Writer's Notebook (+video) Reading 5: Rethinking Writing Notebooks - A Teacher's Perspective (scroll down and see related articles) Reading 6: NCTE Position Statement - Understanding and Teaching Writing: guiding Principles.</p> <p>LECTURE NOTES: COURSE: Instructions for Module 1 COURSE: Course Overview/Syllabus COURSE: Writing Workshop Video Assignment CONTENT: What Is Writing Workshop?</p> <p>ASSIGNMENTS: Writing Workshop Videos Discussion Memoir: Writer's Notebook Three Entries Get your Textbooks</p>	8/31 11:59 PM
WEEK 2 MODULE 2 M 9/1	<p>READ: Reading 1: Assessing Writing Development Reading 2: Atwell Ch. 1 - Learning How to Teach Reading 3: Atwell Ch. 10 - Memoirs</p> <p>LECTURE NOTES: COURSE: Instructions for Module 2 COURSE: Writer's Notebook COURSE: Memoir Assignment CONTENT: Historical Approaches to Writing Instruction CONTENT: 6 Traits Writing Assessment</p> <p>ASSIGNMENT:</p>	9/7 11:59 PM

	<p>Writing Workshop Videos Discussion Memoir: Writer's Notebook – Three Entries</p>	
<p>WEEK 3 MODULE 3 M 9/8</p>	<p>READ: Reading 1: Atwell Ch. 2 - Getting Ready Reading 2: Atwell Ch. 3 - Getting Started Reading 3: Serravallo - Introduction Reading 4: Gallagher & Kittle Chapter 1 - Start with Beliefs Reading 5: Graham et al. Evidence-Based Practice and Writing Instruction: A Review of Reviews</p> <p>LECTURE NOTES: COURSE: Instructions for Module 3 PEDAGOGY: Serravallo Introduction CONTENT: Evidence-Based Practice and Writing Instruction CONTENT: Mentor Texts</p> <p>ASSIGNMENTS: Writing Workshop Videos Discussion Memoir: Writer's Notebook – Three Entries</p>	<p>9/14 11:59 PM</p>
<p>WEEK 4 MODULE 4 M 9/15</p>	<p>READ: Reading 1; Atwell Ch. 4 - Essential Lessons for Writers Reading 2: Atwell Ch. 6 - Responding to Writers and writing Reading 3: Serravallo Goal #1 - Composing with Pictures Reading 4: Gallagher & Kittle Ch. 2 - Establish Daily Practices</p> <p>LECTURE NOTES: COURSE: Instructions for Module 4 PEDAGOGY: Serravallo - Goal #1 - Composing with Pictures CONTENT: Theoretical, research, and practical perspectives of literacy and writing and reading.</p> <p>ASSIGNMENTS: Writing Workshop Videos + Course Videos Discussion Memoir: Draft</p>	<p>9/21 11:59 PM</p>
<p>WEEK 5 MODULE 5 M 9/22</p>	<p>READ: Reading 1: Atwell Ch. 5 - Essential Lessons for Readers Reading 2: Atwell Ch. 7 - Responding to Readers and Reading Reading 3: Serravallo Goal #2 - Engagement: Independence, Increasing Volume, and Developing a Writing Identity</p> <p>LECTURE NOTES:</p>	<p>9/28 11:59 PM</p>

	<p>COURSE: Instructions for Module 5 COURSE: Reading Workshop - YA Novel PEDAGOGY: Serravallo Goal #2 - Engagement: Independence, Increasing Volume, and Developing a Writing Identity CONTENT: The Language of Response: Peer Conferencing (for you, and for your future students) CONTENT: What is Reading Workshop</p> <p>ASSIGNMENTS: Writing Workshop Videos + Course Videos Writing Workshop Videos #1 Memoir – Peer Conference</p>	
<p>WEEK 6 MODULE 6 M 9/29</p>	<p>READ: Reading 1: Atwell Ch. 8 - Valuing and Evaluating Reading 2: Atwell Ch. 12 - Taking Care of Business Reading 3: Serravallo Goal #3 - Generating and Collecting Ideas Reading 4: Gallagher & Kittle Ch. 5 -Balance Feedback and Evaluation</p> <p>LECTURE NOTES: COURSE: Instructions for Module 6 PEDAGOGY: Serravallo Goal #3 - Generating and Collecting Ideas CONTENT: The Connection Between Reading and Writing: [and] Multigene CONTENT: What is 'advocacy'? What does it mean for a literacy leader to "advocate" for someone of something?</p> <p>ASSIGNMENTS: Writing Workshop Videos Memoir Phase Three – Writing Center + Author Note Reading Workshop - YA Book Choice</p>	<p>10/5 11:59 PM</p>
<p>WEEK 7 MODULE 7 M 10/6</p>	<p>READ: Reading 1: Gallagher & Kittle Ch. 3 - Map a Year of Reading Reading 2: Gallagher & Kittle Ch, 4 - Map a Year of Writing Reading 3: Serravallo Goal 4 - Focus/Meaning Reading 4: Writing Conferences Reading 5: Flether & Portalupi - SAMPE Timeline for a Year Reading 5: Bomer - SAMPLE Timelines</p> <p>LECTURE NOTES: COURSE: Instructions for Module 7 COUREE: Workshop Design Project</p>	<p>10/12 11:59 PM</p>

	<p>PEDAGOGY: Serravallo Goal 4 - Focus/Meaning CONTENT: Writing Conferences</p> <p>ASSIGNMENTS: Writing Workshop Videos + Course Video Memoir Final Draft Reading Workshop - YA Novel 1st Half</p>	
<p>WEEK 8 MODULE 8 M 10/13</p>	<p>READ: Reading 1: Atwell PART II - Genre Studies Reading 2: Atwell Ch. 9 - Poetry Reading 2: F&P - What is Genre Study? Reading 3: Gallagher & Kittle Ch. 6 - Narrative Reading 4: Serravallo Goal 5 - Organization and Structure Reading 5: Designing Productive Minilessons</p> <p>LECTURE NOTES: COURSE: Instructions for Module 8 COURSE: Workshop Design Project + ELAR TEKS PEDAGOGY: Serravallo Goal 5 - Organization and Structure CONTENT: Genre Study CONTENT: Mini Lesson Pedagogy CONTENT: When (Re)Designing for Mini Lesson</p> <p>ASSIGNMENTS: Writing Workshop Videos + Course Videos Reading Workshop – YA 2nd Half Workshop Design Project – Arc of the Year DRAFT</p>	<p>10/19 11:59 PM</p>
<p>WEEK 9 MODULE 9 M 10/20</p>	<p>READ: Reading 1: Souto-Manning et al. Prelude Reading 2: Souto-Manning et al. Introduction Reading 3: Souto-Manning et al. Ch. 1 - Once Upon a Pandemic... Reading 4: Souto-Manning et al. Ch. 2 - Whose Reading, Writing, and Talk Belong in Early Childhood and Elementary Classrooms? Reading 5: Serravallo Goal 6 - Elaboration Reading 6: Gay Ch. 3 – The Power of Culturally Responsive Caring</p> <p>LECTURE NOTES: COURSE: Instructions for Module 9 PEDAGOGY: Serravallo Goal 6 - Elaboration CONTENT: Developmental Stages of Writing: Emergent Literacy/Writing</p> <p>ASSIGNMENTS: Writing Workshop Videos</p>	<p>10/26 11:59 PM</p>

	Reading Workshop - YA Book Discussion Workshop Design Project – Rationale/Goals DRAFT Practice Possibilities #1	
WEEK 10 MODULE 10 M 10/27	<p>READ: Reading 1: Souto-Manning et al. Ch. 3 - The Racialization of Early Language and Literacy Practices Reading 2: Souto-Manning et al. Ch. 4 - Committing to Expansive Literacies and Fostering Communicative Belonging Reading 3: Serravallo Goal 7 - Word Choice</p> <p>LECTURE NOTES: COURSE: Instructions for Module 10 PEDAGOGY: Serravallo Goal 7 - Word Choice</p> <p>ASSIGNMENTS: Writing Workshop Videos Writing Workshop Videos #2 Workshop Design Project – ELAR TEKS & SLOs DRAFT</p>	11/2 11:59 PM
WEEK 11 MODULE 11 M 11/3 <div style="background-color: yellow; padding: 2px;">Last Day to withdraw from classes 11/4</div>	<p>READ: Reading 1: Souto-Manning et al. Ch. 5 - Observing, Documenting, and Nurturing Children's Language and Literacy Practices Reading 2: Souto-Manning et al. Ch. 6 - On Oral Language: Linguistic Justice in Early Childhood and Elementary Classrooms Reading 3: Serravallo Goal 8 - Conventions: Spelling and Letter Formation Reading 4: Gay Ch. 4 - Culture and Communication in the Classroom</p> <p>LECTURE NOTES: COURSE: Instructions for Module 11 PEDAGOGY: Serravallo Goal 8 - Conventions: Spelling and Letter Formation CONTENT: Lawrence Tan on Culturally Relevant Pedagogy in his 5th Grade ELAR CONTENT: Leading with Students' "Identities" as a way of Building Trust and Setting Up our Students for Success CONTENT: Dr. Alfred Tatum on Motivating Readers and Self-Selecting Texts for Independent Reading</p> <p>ASSIGNMENT: Practice Possibilities #2 Workshop Design Project – Unit of Study DRAFT Workshop Design Project – Materials DRAFT</p>	11/9 11:59 PM
WEEK 12 MODULE 12	READ:	11/16 11:59 PM

M 11/10	<p>Reading 1: Souto-Manning et al. Ch. 7 - Reading Words and Worlds: Expanding Possibilities, Perspectives, and Points of View on Reading in the Early Grades</p> <p>Reading 2: Souto-Manning et al. Ch. 8 - On Writing Diverse Worlds: Writing a Curriculum That Honors the Brilliance of Diverse Children</p> <p>Reading 3: Serravallo Goal 9 - Conventions: Grammar and Punctuation</p> <p>CHOOSE TWO GRAMMAR READINGS FROM A LIST</p> <p>LECTURE NOTES: COURSE: Instructions for Module 12 PEDAGOGY: Serravallo Goal 9 - Conventions: Grammar and Punctuation</p> <p>ASSIGNMENTS: Discussion Souto Manning et al. Deconstruct/Reconstruct Assignment</p>	
WEEK 13 MODULE 13 M 11/17	<p>READ: Reading 1: Souto-Manning et al. Conclusion: Teaching Early Literacy for Equity and Justice Reading 2: Serravallo Goal 10 - Collaborating with Writing Partners and Clubs</p> <p>LECTURE NOTES: COURSE: Instructions for Module 13 PEDAGOGY: Serravallo Goal 10 - Collaborating with Writing Partners and Clubs CONTENT: What does it mean to be a leader in the teaching of writing?</p> <p>ASSIGNMENTS: Model Writing Strategy</p>	11/23 11:59 PM
11/24	THANKSGIVING BREAK	11/30
WEEK 14 MODULE 14 M 12/1	<p>READ: Reading 1: Atwell Appendices Reading 2: Gallagher & Kittle Ch. 9 - Multigenre Research Projects</p> <p>LECTURE NOTES: COURSE: Instructions for Module 14 COURSE: Workshop Design Project Presentation</p> <p>ASSIGNMENTS: Workshop Design Project – Final Draft</p>	12/7 11:59 PM
WEEK 15	READ:	12/10

MODULE 15 M 12/8	LECTURE NOTES: COURSE: Instructions for Module 15 ASSIGNMENTS: Workshop Design Project Presentation Portfolio Artifact	11:59 PM
-----------------------------------	--	-----------------

COURSE POLICIES:

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

AI POLICY 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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. 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.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email daily for schedule changes or announcements. A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or phone (903)565-5555.

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.

BIBLIOGRAPHY

- Benko, S. (2013). Scaffolding: An ongoing process to support adolescent writing development. *Journal of Adolescent and Adult Literacy*, 56(4), 291-300.
- Bomer, R. (2017). What would it mean for English language arts to become more culturally responsive and sustaining? *Voices from the Middle*, 24(3), 11-15.
- Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Emig, J. (1971). *The Composing Process of 12th Graders*. Urbana, IL: National Council of Teachers of English.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387.
- Freire, P. (1993). *Pedagogy of the oppressed*. Continuum.
- Goffman, E. (1981). *Forms of talk*. Philadelphia: University of Pennsylvania Press.
- Graham, S. & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710-744.
- Graham, S. and Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescent middle and high school*. Alliance for Excellence in Education.
- Jimenez, R. T., & Rose, B. C. (2010). Knowing how to know: Building meaningful relationships through instruction that meets the needs of students' learning English. *Journal of Teacher Education*, 61, 403- 412.
- Kaufman, D. (2000). Conferences and conversations: Listening to the literate classroom. Heinemann.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate Peripheral Participation*. Cambridge University Press.
- McCarthy, S. J. (1992). The teacher, the author, and the text: Variations in form and content of writing conferences. *Journal of Reading Behavior*, 24(1), 51-82.
- Mercer, N. (1995). *The guided construction of knowledge*. Multilingual Matters.
- Meyer, D. K., & Turner, J. C. (2002). Discovering emotion in classroom motivation research. *Educational Psychologist*, 37, 107-114.
- National Writing Project. (2010). Research Brief: Writing Project Professional Development Continues to Yield Gains in Student Writing Achievement (No. 2). NWP at UCAL.
- Paris, D., & Alim, H. S. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H. S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-25). Teachers College Press

- Passel, J. S., & Cohn, D. V. (2008). *(Pew Report) U.S. Population Projections: 2005-2050*. Pew Hispanic Center.
- Pritchard, R. J. & Honeycutt, R. L. (2008). The process approach to writing instruction: Examining its effectiveness. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 275-290). New York: Guilford.
- Ray, K. W., & Laminack, L. L. (2001). Understanding the essential characteristics of the writing workshop. In *Writing workshop: The working through the hard parts (and they're all hard parts)* (pp. 1-15). Urbana, IL: NCTE.
- Rowe, D.W. (2008). The social construction of intentionality: Two-year-olds' and adults' participation at a preschool writing center. *Research in the Teaching of English, 42*, 387-434.
- Sperling, M. (1991). Dialogues of deliberation: Conversation in the teacher-student writing conference. *Written Communication, 8*, 131-162.
- Walker, C. P., & Elias, D. (1987). Writing conference talk: Factors associated with high- and low-rated writing conferences. *Research in the Teaching of English, 21*, 266-285.
- Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Harvard University Press.