

SPRING 2020

Term dates: January 13-May 2, 2020

School of Education

The University of Texas at Tyler

Syllabus READ 3326.001

Teaching Writing in Language Arts

(20524) 3 Credits

Mondays 2:00PM to 4:45pm

Where: HPR 262

Last day to withdraw from course: March 30, 2020

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A. Instructor Information

Name: Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
 Email: aconsalvo@uttyler.edu (best way to reach me)
 Office Address: School of Education, 3900 University Blvd. (HPR 267) Tyler, TX 75799
 Office Phone: (903) 565-5576
 Office Hours: By appointment and/or Mondays 11:00-12:30 and Thursdays 2:30-4:00pm

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

C. 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
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.	<p>English Language Arts and Reading EC-6 Standard IV. Literacy Development and Practice</p> <p>English Language Arts and Reading EC-6 Standard VIII. Development of Written Communication</p> <p>English Language Arts and Reading EC-6 Standard IX. Writing Conventions</p>	<p>Standard 3--Content Knowledge and Expertise.</p> <p>Standard 6--Professional Practices and Responsibilities.</p>	<p>Memoir</p> <p>Minilessons</p> <p>Quizzes</p> <p>Reflection on Student Writing</p> <p>Grammar & Mechanics</p>
2. Enhance one's own writing skills by participating in the writing process.	<p>ILA Standard 1. Foundational Knowledge.</p> <p>ILA Standard 2. Curriculum and Instruction.</p> <p>ILA Standard 6. Professional Learning and Leadership</p>	<p>English Language Arts and Reading EC-6 Standard VIII. Development of Written Communication</p> <p>English Language Arts and Reading EC-6 Standard XII. Viewing and Representing</p>	<p>Standard 2--Knowledge of Students and Student Learning.</p> <p>Standard 3--Content Knowledge and Expertise.</p>	<p>Writers Note Book</p> <p>Memoir</p>

<p>3. Develop a working knowledge of pedagogical stances, instructional approaches, methods, and materials for the teaching of writing to children and young adolescents.</p>	<p>ILA Standard 2. Curriculum and Instruction.</p> <p>ILA Standard 4. Diversity.</p> <p>ILA Standard 5. Literate Environment.</p>	<p>English Language Arts and Reading EC–6 Standard IV. Literacy Development and Practice</p> <p>English Language Arts and Reading EC–6 Standard VIII. Development of Written Communication</p>	<p>Standard 1—Instructional Planning and Delivery</p> <p>Standard 3—Content Knowledge and Expertise</p> <p>Standard 4--Learning Environment</p>	<p>Minilessons</p> <p>Connections to Teaching</p> <p>Reflection on Student Writing</p>
<p>4. Apply the knowledge gained, using best practices and current research in order to:</p> <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 2. Curriculum and Instruction.</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 VIII. Development of Written Communication</p> <p>English Language Arts and Reading EC–6 Standard IX. Writing Conventions</p> <p>English Language Arts and Reading EC–6 Standard XI. Research and Inquiry Skills</p>	<p>Standard 1--Instructional Planning and Delivery</p> <p>Standard 3—Content Knowledge and Expertise</p> <p>Standard 4--Learning Environment</p> <p>Standard 6--Professional Practices and Responsibilities.</p>	<p>Connections to Teaching</p> <p>Reflection on Student Writing</p>

E. Course Evaluation and Grading

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

Projects & Grading Criteria

Assignments	Points	Percent	Due
Participation (e.g. readings, discussions & activities online and F2F; WNB work; grammar & mechanics self-assessment, etc.)	25	25%	On-going
Quizzes	10	10%	On-going
Major Writing (Memoir)	20	20%	Week 6
Craft of Writing Minilessons	15	15%	Week 9 and Week 10
Connections to Teaching (Technology)	5	5%	Week 10
Reflections on Student Writing	15	15%	Week 13
Final exam	10	10%	Week 15 (during Finals Week)

Readings/Learning Activities/Participation (25 points or 25% of course grade). Specific instructions and schedule to follow. Throughout the semester, you will be expected to attend every class, whether face to face or virtual, complete assigned readings, and engage actively in class discussions and all related activities. Writers Notebook Work (WNB), Grammar & mechanics, etc. are included. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher.

Quizzes (10 points or 10% of course grade). Specific instructions and schedule to follow. Students can expect weekly quizzes centered on the required readings, lecture, class discussion, and any videos that you will have been required to view. As well, you can expect E-learning activities that are a combination of lecture and quiz. Generally, quizzes will be conducted online, although there may be in-class quizzes, some of which may be impromptu (or “pop”). The content of quizzes will be designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students’ writing development in EC-6 classroom settings.

Project #1: Major Writing Project (Memoir) (20 points or 20% of course grade). Specific instructions and schedule to follow.

Using models of professionally written memoirs as well as high quality student examples as mentor texts, students will develop a piece of personal writing (memoir) by taking it all the way through the writing process. Students will be given the opportunity to be part of a community of writers, build skills and confidence *as* writers, and experience forms of publication of their work for an appropriate audience. In this way, students will have a body of writerly experience from which to draw when implementing a writing program in their own classrooms.

Project #2. Two Mini-lessons over the Craft of Writing in K6 (15 points or 15% of course grade). Specific instructions and schedule to follow.

Using the texts provided, one with a partner, and one solo, you will write up, conduct for the class, and reflect on mini lessons. You will use actual copies of children's literature that you will have acquired for this purpose, you will align your instruction with the new ELAR TEKS. Your solo mini lesson will include Project 3.

Project #3. Connections to Teaching/Technology Integration. (5 points or 5% of course grade). Specific instructions and schedule to follow.

This learning opportunity invites you to consider and select digital technology for supporting K6 student writing and incorporate within a mini lesson.

Project #4. Reflections on Student Writing. (15 points or 15% of course grade). Specific instructions and schedule to follow.

Students spend time observing writing instruction/periods inside an actual or virtual classroom. After collecting writing samples from children, students will choose one child to follow and will, using a variety of assessments (e.g. rubrics, formative descriptions, observation logs collected over time), write a report describing that child's writing development, strengths and areas where growth is desired; and, students will make well-considered and research-based recommendations for both in-and out-of-school instruction and enrichment activities.

Final Exam (10 points or 10% 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, and carefully proofread and edited. In fact, use of the Campus Writing Center is expected. 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 and Materials

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials (see bibliography attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Three Required Texts

Fletcher, R. (2017). *The writing teacher's companion: Embracing choice, voice, purpose, and play*. New York, NY: Scholastic. ISBN-10: 1338148044 ISBN-13: 978-1338148046

Ray, K. W. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Portsmouth, NH: Heinemann.

*Additional readings to supplement course content may be selected from various journal publications book chapters and reports (See bibliography). 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.*

H. Learning Outcomes, Topics, and Standards Matrix.

<i>Learning Outcomes</i>	<i>Course Topics</i>	<i>Assessments</i>	<i>Standards</i>
1. Develop a foundational knowledge development of writing in young children, beginning from birth and continuing the upper elementary grades.	<ul style="list-style-type: none"> • Structuring a language arts program • Writing Workshop overview • Writing process (stages) • Early writing development • The writers notebook • Modeling and think alouds • Using literature as mentor texts 	Quizzes WNB Mini-lessons Connection to teaching Reflection on student writing Final exam	*Texas Educator Standards (TES) *InTASC *TEKS Ch 110 *ISTE *ELPS *TxCCRS Cross-Disciplinary
2. Enhance one's own writing skills by participating in the writing process.	<ul style="list-style-type: none"> • Writing process (stages) • The writers notebook • Modeling and think alouds • Using literature as mentor texts 	Grammar & mechanics Memoir WNB	*Texas Educator Standards (TES) 6Ai, 6Aii, 6Aiii *InTASC 1a *TEKS Ch 110 11A, 11Bi, 11Bii; 11C; 11D i-xi; 11E *TxCCRS 1A1, 1A2, 1A3, 1A4, 1A5.; B1, B2, B3
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 	Quizzes Mini-lessons Reflection on student writing Connection to teaching Final exam	*Texas Educator Standards (TES) 3Ai; 4Ai, 4Aii, 4Aiii, 4Bi, 4Bii, 4Biii *InTASC 2e, 2J, *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H *ISTE 3a 3b *ELPS 2c, 2e *TxCCRS 5A, 5B, 5C

<p>4. Apply the knowledge gained, using best practices and current research in order to:</p> <p>a. Systematically design and develop a classroom community 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, more.</p> <p>d. Teach writing in such a ways that values and respects the purposes that writers bring to their writing.</p>	<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>Quizzes</p> <p>Connection to teaching</p> <p>Mini lessons</p> <p>Reflection on student writing</p>	<p>*Texas Educator Standards (TES) 4Dii, 5Aii, 5Aii *InTASC 3d, 3e, 3f *TEKS Ch 110 11A, 11B, 11C; 11D i-xi; 11E; 12A, 12B; 13A-H *ISTE 5a, 5b *ELPS 3a, 3c, 3e, 4b *TxCCRS</p>
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COURSE POLICIES

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

DEVICES IN CLASS: Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

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 uses a hybrid format with both face-to-face meetings and other classes held entirely 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.

When you post something 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. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

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

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Minilesson1; or Consalvo_ReflectionStudentWriting). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable).

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 life-saver. The design of your work is an important factor in its readability.

APA Citation help:

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” called APA – for the American Psychological Association.

See our class’s Muntz Library Guide > tab **APA Citations**
<http://libguides.uttyler.edu/c.php?g=773092>

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!

- The OWL at Purdue
 - <http://owl.english.purdue.edu/owl/section/2/10/>
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
 - <http://libguides.uttyler.edu/citations>

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets BOTH in-person AND 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 the being a teacher.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

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

Absences and Tardies

Since this is a professional preparation class, **any missed class time is serious**. Absences and tardiness will result in a permanent grade change. I will not check medical notes, funeral documentation, etc. **You have one "free" absence – emailing me to explain why you are gone does not negate the absence, though it does communicate professionalism – to use as you see fit. Suggestion: "spend" it wisely (my suggestion is to save it for a true emergency). When a student has TWO absences, she will receive a two-point deduction, from the final course grade, for each absence.** If you miss more than four classes, you will be asked to withdraw from the class.

Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will receive a 0 for the presentation part of the session, regardless of reason for absence.

Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean's Office. Arriving late or leaving early (also a "Tardy") distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete

tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

Completion of assigned reading is imperative to your individual development as a professional as is coming to class 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

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a significant lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted. You don't know what you don't know.
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 and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
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 comes from sounding ideas off of 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 readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.

10. **Talk to me** – If there is a problem or a question, please talk to me either before or after class, in my office, or by email.

BIBLIOGRAPHY

- Applebee, A. N. & Langer, J. A. (2009). What is happening in the teaching of writing? *English Journal*, 98(8), 18-28.
- Calkins, L. M. (1991). The notebook: A tool for writing and living. In *Living between the lines* (pp. 35-52). Portsmouth, NH: Heinemann.
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- Glasswell, K., & Parr, J. M. (2009). Linking assessment and teaching in talk around writings. *Language Arts*, 86(5), 352-361.
- Fletcher, R. & Portalupi, J. (2001). The writing workshop. In *Writing workshop the essential guide* (pp. 1-5). Portsmouth, NH: 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). New York: 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 (Sp. 2020)

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 [here](#).

- 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](#)

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 are 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](#).

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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: Library sessions require that you come to the children's literature room in the Muntz Library by 2pm for the start of class.

NOTE 2: All assignments are due by 1:59pm on the day of the regular face-to-face class meeting (starts at 2pm) unless otherwise noted. For those classes that are online, assignments are due by 11:59pm of the class day.

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; Mode	Tentative: Activities Schedule & Assignments Due
Week 1 M. 1/13 F2F	<p>Topic: What is writing workshop and why is writing important? Lecture: What is Writing Workshop? Course Overview (syllabus review, books, Canvas, expectations) Introductions Introduce: The Writer's Notebook (WNB) [due 4/6/20] Introduce: Memoir Project (due Wk 6) "I'm writing, please join me..."</p> <p style="text-align: right;"> BRING YOUR COMPOSITION BOOK TODAY something like this with no spiral:</p>
Week 2 M. 1/20 HOLIDAY ONLINE	<p>Topic: Rich Text Environments~ Applying good teaching of writing practices to our teaching lives Lecture: What is a rich text environment? Lecture: The role of "making" in writing workshop.</p> <p>READ FOR TODAY</p> <ul style="list-style-type: none"> • Ray (2004) Introduction & in Section One: Building a Strong Foundation: Read -- Chapter 1: Writing Workshop: A Happy Place Where We Make Stuff (pp. ix-22). • Fletcher (2017) Chapter 1, Keep it Simple; Chapter 2, Helpful Attitudes: Yours; & Chapter 3, Write With Your Students (pp. 10-21). <p>DUE TODAY: WNB work <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
Week 3 M. 1/27 F2F	<p>Topic: Writing Process Stages and Early Writing Development Lecture: Emergent Writing Video Lessons: Minilessons In Class: WNB work in class In class: Aligning with ELAR TEKS (I do, We do, You do)</p> <p>READ FOR TODAY</p> <ul style="list-style-type: none"> • Ray (2004) Chapter 2, Work, Space, and Time: Writing Workshop Right From the Start (pp. ix-37) • Fletcher (2017) Chapter 4 A Writer with a Small-w; Chapter 5 Helpful Attitudes: Theirs; Chapter 6 An Environment that Encourages Risk (pp. 22-33). <p>DUE TODAY: Quiz (1) DUE TODAY: WNB work <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
Week 4	

<p>M. 2/3 ONLINE</p>	<p>Topic: Structuring a Language Arts Class ~Goals, Space, Priorities Lecture: College student memoirs as mentor texts. Exploring options for your own work in voice, structure, pacing using “My Life on the Run”; “Bigger is Better”, & “Thanksgiving”</p> <p>READ FOR TODAY</p> <ul style="list-style-type: none"> • Ray (2004) Chapter 3, Wrapping Strong Arms Around the Writing Workshop: Children Learning About Language All Day Long (pp. 38-57). • Fletcher (2017). Writing Workshop-Getting Started; Chapter 7 Commonsense Thinking about Goals; Chapter 8 Creating a Writing Space; & Chapter 9 Making Time (pp. 34-47). <p>DUE TODAY: Quiz (2) DUE TODAY: WNB work—Memoir Work <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 5 M. 2/10 LIBRARY</p>	<p>MEET IN CHILDREN’S LITERATURE ROOM IN LIBRARY (behind Circulation Desk) Hands-On Library Session – Writing Poetry! Full Introduction Reflection on Student Writing (due at end of semester)</p> <p>READ FOR TODAY</p> <ul style="list-style-type: none"> • Ray (2004) Chapter 4, How Our Youngest Writers Use the Writing Process to Help Them Make Books (pp. 58-81). • Fletcher (2017). Chapter 10 The Concept of Ongoingness; Chapter 11 The Case for Choice; Chapter 12 The Burnt and Broken Cookie Plate; Chapter 13 The First Day (pp. 48-63). <p>DUE TODAY: Online Library lesson and quiz due prior to class DUE TODAY: Quiz (3) Hands-on Library Work as quiz Grade DUE TODAY: Memoir Work <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 6 M. 2/17 F2F (observation)</p>	<p>Topic: Talk as Part of Writing –pre-writing, during writing, and post-writing. Sharing our work (memoir) Full Introductions: Minilessons 1 & 2 +Connections to Teaching (linked to Minilesson 2) Working with ELAR TEKS Begin minilesson(s) planning Serravallo Walk-Through(s)</p> <p>READ FOR TODAY</p> <ul style="list-style-type: none"> • Ray (2004) Chapter 5, Looking closely at Minilessons: Whole-Class Teaching That Fills the Workshop with Possibilities (pp. 82-101) • Fletcher (2017). Chapter 14 Conferring with Kids; Chapter 15 The Mini-Lesson; Chapter 16 Literature that Inspires (pp. 66-77) <p>DUE TODAY: Full Memoir Project DUE TODAY: Quiz (4) <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 7 F2F M. 2/24</p>	<p>Topic: Structuring Time to Support Students</p> <p>Full introduction to JIGSAW assignment <u>Planning time</u> for Jigsaw and plan turned in during class.</p> <p>Planning time for Minilessons 1 & 2 (with Connection to Teaching) with ample resources that I will bring to class.</p>

	<p>1:1 in-class conferences over your ideas for minilessons.</p> <p>Serravallo Walk-Through(s)</p> <p>READ FOR TODAY Fletcher (2017). Chapter 17 Audience and Purpose; Chapter 18 The Craft of Writing; Chapter 19 Spotlight on Craft: The Recurring Line; Chapter 20 Playing in a Writer's Notebook (pp. 78-93)</p> <p>DUE TODAY: Quiz (5) (pop, activity, or online TBD) DUE TODAY (in class): Jigsaw Planning Sheet in your Expert Groups <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 8 M 3/2 F2F</p>	<p>Topic: Applying Knowledge of Development of Writing to Real Writers</p> <p>Full introduction: Grammar Self-Assessment Assignment and Part 1 completion: Bring your internet-compatible laptop or iPad.</p> <p>JIGSAW event</p> <p>Planning Time for Minilessons 1 and 2+connection to teaching.</p> <p>READ FOR TODAY: Carefully <u>read</u> your Ray (2004) Jigsaw selections and <u>prepare your teaching materials</u> for this event.</p> <p>Serravallo Walk-Through(s)</p> <p>DUE TODAY: Jigsaw Expert Materials DUE TODAY: Pdf of completed pre-test grammar assignment (time-stamped from class)</p> <p><i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
SPRING BREAK	Spring Break: no classes March 9-13, 2020
<p>Week 9 M. 3/13 F2F</p>	<p>Minilesson 1 presentations today.</p> <p>READ FOR TODAY: Fletcher (2017). Chapter 21 A flexible writing process; Chapter 22 Prewriting; Chapter 23 Drafting (pp. 94-105). Serravallo Walk-Through(s)</p> <p>DUE TODAY: Quiz (7) DUE TODAY: Minilesson #1</p> <p><i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, Annenberg video Becky Pursely – Literacy observation form)</i></p>
<p>Week 10 M. 3/23 F2F/ONLINE TBD</p>	<p>Presentation of Minilesson #2+ connection to teaching</p> <p>Sign up for your office visit. Tip: Keep working on your Reflection of Student Writing project DUE TODAY: Minilesson #2 (with Connection to Teaching [C2T]) DUE TODAY: Your app used in your Minilesson 2 & C2T on Google doc (quiz grade)-Title; relevant description; link. <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 11 M. 3/30 ONLINE</p>	<p>Topic: Writing assessment – 6 Traits and other models</p> <p>Serravallo Walk-Through(s)</p> <p>READ FOR TODAY:</p>

<p>Last day to withdraw from a course with a W on transcript.</p>	<p>Fletcher (2017) Chapter 24 Rereading; Chapter 25 Revising; Chapter 26 Editing; Chapter 27 Publishing (pp. 106-121) Tip: Keep working on your Reflection of Student Writing project VIEW: Teaching of Writing in Elementary Context- video (28 Min) https://www.learner.org/workshops/teachreading35/session4/sec2p2.html DUE TODAY: Quiz (8) Office visit over Reflection of Student Writing project DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</p>
<p>Week 12 LIBRARY M.4/6 F2F</p>	<p>MEET IN CHILDREN’S LITERATURE ROOM IN LIBRARY (behind Circulation Desk)</p> <p>Topic: Genre Study as a Way into Teaching Writing: The Literature-Based Classroom Hands-On Library Session</p> <p>READ FOR TODAY: Fletcher (2017). Part Five (introduction) A Year of Writing; Chapter 28 Looking at Student Writing; Chapter 29 Assessment and Grading; Chapter 30 The Genre Study; Chapter 31 Engaging Boy Writers (pp. 122-141).</p> <p>Tip: Keep working on your Reflection of Student Writing project-due next week.</p> <p>DUE TODAY: Quiz (9) DUE TODAY Prior to class: Library Lesson and Quiz DUE TODAY Writer’s Notebook <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 13 M. 4/13 ONLINE</p>	<p>Full introduction of Final Exam. Full introduction of next week’s structured Discussion of Reflection on Student Writing</p> <p>READ FOR TODAY: Fletcher (2017). Chapter 32 Picks & Pans; Chapter 33 Responding to the Skeptics; Chapter 34 Something for a Rainy Day; Chapter 35 Closing Time: End-of-the-Year Rituals; Chapter 36 Exit Interview (pp. 142-166).</p> <p>DUE TODAY: Reflection on Student Writing (11:59pm) DUE TODAY: Quiz (10) <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 14 M. 4/20 F2F Last week of regular classes</p>	<p>Last class celebration of accomplishment. Sign up online to contribute food/drink if able.</p> <p>Discussion of Reflections on Student Writing In one large circle discussion, we will discuss what we observed, discovered, thought about, wondered about, and take-away lessons for ourselves as future teachers. Each person is expected to contribute significantly. Plan to both initiate talking points and to respond to others’ talking points. Use the planning sheet provided in Week 13’s introduction of this assignment.</p> <p>Q&A over Final</p> <p>DUE TODAY: Discussion of Reflection on Student Writing DUE TODAY: Grammar and mechanics work-Parts 2 and 3. Upload to Canvas. <i>DUE TODAY: E-learning activity TBD (e.g. discussion, reflection, response, etc.)</i></p>
<p>Week 15 FINALS WEEK ONLINE</p>	<p>UT Tyler Study Day is Monday 4/27 Final for this class is ONLINE and is due by Wednesday 4/29 by 11:59pm.</p>
<p><i>End-Of-Term 5/2/20</i></p>	<p><i>Commencement exercises.</i></p>

