Teaching Writing in Language Arts
COURSE SYLLABUS
READ 3326.561
Long Summer 2025

Course Location:	**Online - Asynchronous**
	There will be two required scheduled Zoom conferences, one at the beginning and one at the middle of the semester.
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
Student Hours:	Virtually, by appointment
First Day of Class:	Monday, May 12, 2025
Memorial Day Holiday:	May 26, 2025
Juneteenth Holiday:	June 19. 2025
Independence Day:	July 4, 2025
Last Day to Withdraw:	**July 10, 2025**
Last Day of Instruction:	Friday, August 8, 2025
Finals:	August 10, 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.

Student Learning Outcomes

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

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

Artificial Intelligence Statement

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

For this course, the submitted work should be your original effort. You are only 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.

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. *Literacy Development and Practice* English Language Arts and Reading EC-6 Standard VIII. *Development of Written Communication* English Language Arts and Reading EC-6 Standard IX. *Writing Conventions*	Standard 3--Content Knowledge and Expertise. Standard 6--Professional Practices and Responsibilities.	Writing Process: Memoir Mini lessons Quizzes Two 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. *Development of Written Communication* English Language Arts and Reading EC–6 Standard XII. *Viewing and Representing*	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. *Literacy Development and Practice* English Language Arts and Reading EC–6 Standard VIII. *Development of Written Communication*	Standard 1—Instructional Planning and Delivery Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment	Mini lessons Connections to Teaching/Technology Integration Two 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. *Development of Written Communication*	Standard 1--Instructional Planning and Delivery	Connections to Teaching /Technology Integration Mini lessons

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.	ILA Standard 5. Literate Environment. ILA Standard 6. Professional Learning and Leadership.	English Language Arts and Reading EC–6 Standard IX. *Writing Conventions* English Language Arts and Reading EC–6 Standard XI. *Research and Inquiry Skills*	Standard 3—Content Knowledge and Expertise Standard 4--Learning Environment Standard 6--Professional Practices and Responsibilities.	Two Case Studies Writers Notebook Discussion Posts

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.

Key Assignment Descriptions (Detailed instructions in Canvas):

Project #1: Two Case Studies (20 points or 20% of course grade)
Using the 2017 ELAR Writing TEKS and 6-Trait assessments, students will evaluate two student writing samples (K-2; 3-4; 5-6). Students will recommend "next steps" for each case study and provide explanations for their assessment decisions and recommendations.

Project #2: Writing Process: Memoir (15 points or 15% of course grade)
Using models of professionally written memoirs and of high-quality student memoirs as mentor texts, students will develop a piece of personal writing by taking it all the way through the writing process. Project includes development of a Heart Map, Expansion of 3 topics, Peer Conferencing, and Final Memoir.

Project #3: Minilessons—Writing Them; Teaching Them (30 points or 30% of course grade).
Using Case Study data, students will write 2 mini-lessons in a gradual release format and videotape themselves as they were teaching the minilesson to a classroom of students. Use of Mentor Text, Anchor Chart, and correlation to the Composition TEKS (Strand 6) will be included.

Project #4: Writers Notebook (10 points or 10% of course grade)
Students will maintain a Writers Notebook throughout the semester using suggestions from Barry Lane's *But How Do You Teach Writing? A Simple Guide for All Teachers.* (2008). Entries will include a Table of Contents, Heart Map, Expansion of Heart Map, *Try This!* exercises, and student topics of choice.

Readings/Learning Activities/Participation (17 points or 17% of course grade)
Throughout the semester, students will be expected to complete assigned readings and engage actively in class discussions and all related activities including reflections, virtual discussions, and more.

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

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 topic, and <u>carefully proofread and edited</u>. The criteria for determining your final grade are outlined below.

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
*50-59	59% or Below	F	Not Acceptable

*The minimum grade submitted assignments is 50%. However, if no assignment is submitted a grade of zero will be earned.

Required Texts, Materials, and Lectures:

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

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

Books: *two **required** texts:*
   #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.*

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.	• Structuring a language arts program • Writing Workshop overview • Writing process (stages) • Early writing development • The writer's notebook • Modeling and think alouds • Using literature as mentor texts	Video Project WNB Minilessons TechConnection to teaching Case Studies Library lessons Final exam	***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**
2. Enhance one's own writing skills by participating in the writing process.	• Writing process (stages) • The writer's notebook • Modeling and think alouds • Using literature as mentor texts	Memoir WNB Conferences Minilessons	***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.	• Mini lessons • Talk as part of writing • The writing conference • Writing assessment – 6 Traits and other models • Genre study • Revision • Editing • Evaluation and grading	Minilessons Video Project Case Studies TechConnection to teaching Final exam Grammar & mechanics	***Texas Educator Standards (TES) 3Ai; 4Ai, 4Aii, 4Aii, 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**
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	• Responding in writing to writers • The literature-based classroom • Rich text environments • Applying good teaching of writing practices	Tech connection to teaching Minilessons Case Studies Grammar & mechanics	***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**

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.	to our teaching lives • Applying knowledge of development of writing to a real writer		

COURSE POLICIES

TECHNOLOGY

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

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

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

Technology Troubles?
Start here: http://www.uttyler.edu/canvas/
For any difficulties associated with technology, you may contact Technology Support by email itsupport@uttyler.edu. You may Zoom with Technology Support here: help.uttyler.edu.

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

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

WRITTEN ASSIGNMENTS
Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double space, and include page numbers. Proofread your assignments so they do not contain

typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.

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, double-spaced, and formatted in APA style.

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

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/LATE ASSIGNMENTS

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. Turning assignments in on time will help you stay on track in the course and avoid accumulating work, making it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time.

Completion of <u>assigned reading and every video lecture</u> is imperative to your individual development as a professional as is being prepared to engage in substantive discussion over the assigned readings. Skipping readings or assignments will result in a diminished understanding of content and assignments that will affect the work you produce for graded assignments.

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

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). Heinemann.

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.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION & MISSION

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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.

Summer 2025
READ 3326.561
<u>Tentative</u> Activities and Assignments Calendar

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

    NOTE 1: The new module for a given week will be up and open no later than Monday at 12:00a.m.
    NOTE 2: 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 Mon. 05/12/25 to Sun. 05/18/25	*Topic: The Writing Process and Assessing Writing Progress* <u>*WATCH:*</u> **LECTURE:** *Course Overview* (syllabus review, books, Canvas, expectations; overview of semester) **LECTURE:** Writer's Workshop **LECTURE:** *Introduce Assignment*: Two Case Studies (Due end of Week 4 & end of Week 6). **LECTURE:** Six-Traits Writing Assessment **LECTURE:** Serravallo Walk-through (Overview) <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). **DUE (05/18) and (5/20):** Meet and Greet Discussion Board and Peer Replies
Week 2 Mon. 05/19/25 to Sun. 05/25/25	*Topic: Rich Text Environments: Applying Good Writing Practices to Our Teaching Lives* <u>*Watch:*</u> **LECTURE:** Week 2 Overview **LECTURE:** Rich Text Environments **LECTURE:** Serravallo Walk-through (Goal 1) **LECTURE:** Understanding and Using the ELAR 2017 (Writing) TEKS **LECTURE:** *Introduce Assignment:* Grammar/Mechanics Assessment and Practice <u>*READ*</u>**:** Lane (2008) Chapter 2 "Time + Space + Choice = Real Writing" (pp. 22-43) Serravallo (2017) Goal 1 (pp. 34-55) **DUE (05/25):** Grammar/Mechanics Assessment and Practice #1 **DUE (05/25):** "Try This" exercise #1
Week 3 Tues. 05/27/25 to Sun. 06/01/25	*Topic: The Writing Process and Foundational Writing Skills* <u>*WATCH:*</u> **LECTURE:** Week 3 Overview **LECTURE:** Emergent Writing (K-2) **LECTURE:** Serravallo Walk-through (Goal 2) **LECTURE:** Tackling the TEKS Overview

Holiday: 5/26	***READ:*** Hougan & Smartt (2020) Chapter 10 "Beginning handwriting, spelling, and composition instruction" (Download from Canvas Week 3) Lane (2008) Chapter 3 "Creating a Question Culture Through Writing" (pp. 44-59) Serravallo (2017) Goal 2 (pp. 56-88) **DUE (5/30) & (06/01):** Reflection on Strategies Discussion **DUE (6/01):** Grammar /Mechanics Assessment and Practice #2 **DUE (5/30) & (06/01):** Emergent Literacy Discussion Board and Peer Replies
Week 4 Mon. 06/02/25 to Sun. 06/08/25	*Topic: Writer's Notebooks and Mentor Texts in Your Teaching* ***WATCH:*** **LECTURE:** Week 4 Overview **LECTURE:** Serravallo walk-through (Goal 3) **LECTURE:** *Introduce Assignment*: The Writer's Notebook (Due Week 13 - 08/07) **LECTURE:** Tackling the TEKS-Writing Process (Planning) ***READ:*** Lane (2008) Chapter 4 "A Playground of Possibility: Using a Writer's Notebook" (pp. 60-79) Serravallo (2017) Goal 3 (pp. 90-131) **DUE (06/08):** Case Study #1 **DUE (06/08):** Heart Map
Week 5 Mon. 06/9/25 to Sun. 06/15/25	*Theme: Memoir Writing as Personal Narrative* ***WATCH:*** **LECTURE:** Week 5 Overview **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:** *Introduce Assignment*: Memoir Project (Due end of Week 8) **LECTURE:** Serravallo Walk-through (Goal 4) **LECTURE:** Tackling the TEKS-Composition (Drafting) ***READ*:** Lane (2008) Chapter 5 "One writer's workshop to go, tomorrow" (pp. 80-95) Serravallo (2017) Goal 4 (pp. 132-160) **DUE (06/15):** Grammar/Mechanics Assessment and Practice #3 **DUE (06/15):** "Try This" exercise #2 **DUE (06/15):** 3 Memoir Topics Expanded
Week 6 Mon. 06/16/25 to Sun. 06/22/25 Holiday: June 19th	*Topic: Creating a Community of Writers* ***WATCH:*** **LECTURE**: Week 6 Overview **LECTURE:** The Language of Response: Peer Conferencing **LECTURE:** Serravallo Walk-through (Goal 5) **LECTURE:** Tackling the TEKS-Composition (Revising) ***READ*:** Lane (2008 Chapter 6 "Story matters: Using narrative to teach all writing and succeed in life" (pp. 96-110) Serravallo (2017) Goal 5 (pp.162-207)

	DUE (06/22): Case Study #2
Week 7 Mon. 06/23/25 to Sun. 06/29/25	*Topic: The Power of Narrative as a Foundation to Writing* **_WATCH:_** **LECTURE:** Week 7 Overview **LECTURE:** Three Different Mini lectures from Professional Story Tellers **LECTURE:** *Introduce Assignment*: Watching Videos of Excellent Writing Instruction in Grades 3-5 (Due end of Week 10) **LECTURE:** Serravallo walk through (Goal 6) **LECTURE:** Tackling the TEKS-Composition (Editing, pt. 1) **_READ_:** Lane (2008) Chapter 7, "Genre, Gender, and Je Ne Sais Quoi: Creating writing assignments that last forever" (pp. 111-127). Serravallo-Goal 6 (pp. 208-257) **DUE (06/27) & (06/29):** Peer Conference of 3 Memoir Topics **DUE (06/29):** "Try This" Exercises #3
Week 8 Mon 06/30/25 to Sun. 07/06/25 **Holiday: July 4th**	*Multiple Genres & Using Genre Study to Organize Your Year & Integrating Technology in the Writing Instruction* **_WATCH:_** **LECTURE:** Week 8 Overview **LECTURE:** *Introduce Assignment:* Choice of App Discussion Board (Due Week 9 - 7/11 and 7/13) **LECTURE:** Genre Study as Perfect Integration of Reading and Writing **LECTURE:** Tackling the TEKS-Composition (Editing, pt. 2) **_READ_:** Lane (2008) Chapter 8 "Literacy without boundaries" (pp. 128-140) **DUE (07/06):** Memoir
Week 9 Mon. 07/07/24 to Sun. 07/13/24 *July 10th – last day to withdraw*	*Theme: Teaching Writing Minilessons* **_WATCH:_** **LECTURE:** Week 9 Overview **LECTURE:** Writing Minilessons **LECTURE:** *Introduce Assignment:* Minilessons—Writing Them; Teaching Them (#1 due 07/27; #2 due 08/08) **LECTURE:** Serravallo walk-through (Goal 7) **LECTURE:** Tackling the TEKS-Composition (Writing Process-Publish) **_READ_:** Lane (2008) Chapter 9 "It's done…not! Learning the find the "aha!" moments of revision (pp. 142-166). Serravallo (2017) Goal 7 (pp. 258-293)

	DUE (07/11) & (07/13): Choice of App Discussion Board and Peer Replies **DUE (07/13):** Grammar/Mechanics Assessment and Practice #4 **DUE (07/13):** Try This! #4
Week 10 Mon. 07/14/25 to Sun. 07/20/25	*Theme: Teaching Grammar During Writing, Not in Isolation* *WATCH:* **LECTURE:** Week 10 Overview **LECTURE:** Teaching Grammar in the Context of Writing, Jeff Anderson **LECTURE:** Serravallo Walk-through (Goal 8) **LECTURE:** Tackling the TEKS-Composition (Genres-Literary Texts) *READ:* Lane (2008) Chapter 10 "Grammar Got Run Over by a Reindeer: Teaching Skills in a Fun Context" (pp. 167-179) Serravallo (2017) Goal 8 (pp. 294-319) **DUE (07/ 18) and (07/20):** Mini Lesson #1 Video & Peer Review **DUE (7/18) and (07/20):** Watching Videos of Excellent Writing Instruction in Grades 3-5 Assignment
Week 11 Mon. 07/21/25 to Sun. 07/27/25	*Theme: Writing Across the Content Areas* *WATCH:* **LECTURE:** Week 11 Overview **LECTURE:** Writing Across all the Content Areas **LECTURE:** Serravallo Walk-through (Goal 9) **LECTURE:** Tackling the TEKS-Composition (Genres-Informational Texts) *READ:* 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) Serravallo (2017) Goal 9 (pp. 320-358) **DUE (07/27):** Mini Lesson #1 Final Version

Week 12
Mon. 07/28/25 to
Sun. 08/03/25
	Theme: Building Stamina in Writing
	
	WATCH:
	LECTURE: Week 12 Overview
	LECTURE: Power Writing by Building Writing Muscle
	LECTURE: Serravallo Walk-through (Goal 10)
	LECTURE: Tackling the TEKS-Composition (Genres-Argumentative/Opinion)
	
	*READ***:**
	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)
	
	Serravallo (2017) Goal 10 (pp.360-382)
	
	DUE (08/01) and (08/03): Mini Lesson #2 Video & Peer Review

Week 13 and Final Exam Mon. 08/04/25 to Fri. 08/08/25 Final Exams: 08/9/25	*Theme: Putting It All Together* **<u>WATCH:</u>** **LECTURE:** Week 13 and Final Overview **LECTURE:** Overview and directions for the Final Exam **LECTURE:** A Review of the Components of the Writer's Workshop **LECTURE:** Writing Minilessons Review **LECTURE:** Tackling the TEKS-Composition (Genres-Correspondence) **DUE (08/07):** Writer's Notebook **DUE (08/08):** Mini Lesson #2 Final Version **DUE (08/09):** Final Exam is ONLINE and is due by 11:59 PM