



Syllabus ENGL 4354

Writing Processes of Children



ENGL 4354: 10346 Section 009

FALL 2023

Instructor: Dr. Anjanette Darrington

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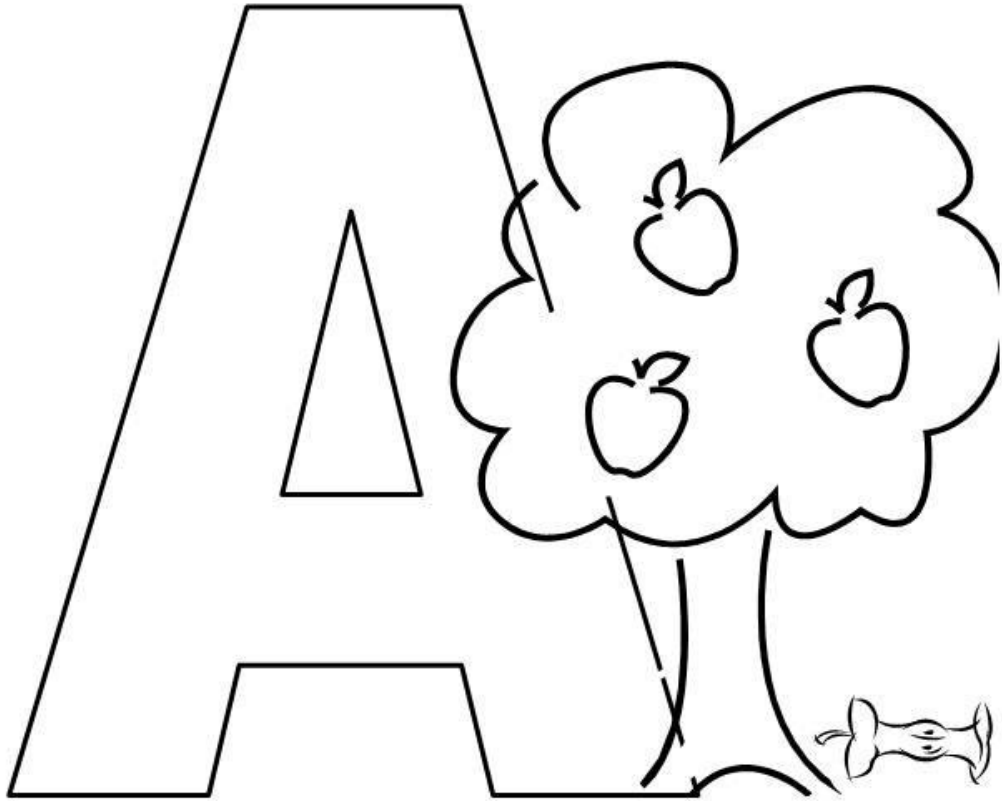
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Office: Virtual/Blackboard Collaborate link in courseroom

Office Hours: T/R 1:30 – 3:00PM online & by appointment

Course Description

A is for Apples



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This class emphasizes current theory and practice in K-8 writing development, review of applicable rhetorical and linguistic theories, evaluation and assessment of written work, and relationships between reading and composition.

Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

Questions for Inquiry



- What are your philosophies regarding the teaching of writing and how are they shaped by various theories and approaches?
- In what ways does theory impact practice?

- What are personal philosophies of assessment and how do they shape practice?
- How does one become a reflective practitioner?

Objectives



By the end of this course, student should be able to:

- understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (TExES DIC002.C; DIC003.E; DIIIC008.A-B; G-I).
- understand the writing process and self assessment in writing (TExES DIC003.G-H;).
- apply the appropriate use of written conventions, grammar, and usage for communicating clearly and effectively (TExES DIC003.D; DIIIC008.C; DIIIC008.D-E).
- know the difference between first and final drafts (TExES DIIIC009.N-O).
- write for a variety of audiences and purposes (TExES DI003.F; DIII009.A-C).

Course e-Learning & Communication



You must use your UTEP email address for all communication in this course. It is your responsibility to ensure that you have an official UTEP email account and an account to access computers on campus. Work with Tech Support if you experience problems.

[UTEP Help Desk](#)

Course Textbooks & Materials



Required Textbooks

Ray, Katie Wood. *Wondrous Words: Writers and Writing in the Elementary Classroom*. NCTE, 1999. ISBN: 978-08-1415816-6

Tompkins, Gail E. *Teaching Writing: Balancing Process and Product, 7th edition*. Boston: Pearson, 2019. ISBN: 978-01-3450967-9

Additional Required Materials

- UTEP email account and computing account
- A writing journal (this can be a digital journal, as I will not be collecting it. But if you have a personal journal, you can use that as well. We tend to write differently when we use pen/pencil and paper than when we interface with technology. The choice/preference is yours). You will also have specific journal assignments for this course. These need to be completed and submitted on Blackboard. But if you prefer first to write in your own personal journal or writing space, you may do so, and then transfer your journal text to the appropriate Blackboard space.

Recommended Texts:

Anderson, Jeff. *Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop*. Portland, ME: Stenhouse, 2007. ISBN: 978-1-57110-709-1

Burke, Jim. *Writing Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann, 2003. ISBN: 978-0-86709-521-0.

Christensen, Linda. *Reading, Writing, and Rising Up*. Milwaukee: Rethinking Schools, 2000.

Dawson, Kelly, Rita Tenorio, Stephanie Walters, and Dale Wise, eds. *The New Teacher Book: Finding Purpose, Balance, and Hope during Your First Years in the Classroom*. Milwaukee: Rethinking Schools, 2004.

Early, Jessica Singer. *Stirring Up Justice: Writing and Reading to Change the World*. Portsmouth, NH: Heinemann, 2006.

Houston, Gloria. *How Writing Works: Imposing Organizational Structure Within the Writing Process*. Boston: Pearson, 2004. ISBN: 0-205-36676-7

King-Shaver, Barbara, and Alyce Hunter. *Differentiated Instruction in the English Classroom: Content, Process, Product, and Assessment*. Portsmouth, NH: Heinemann, 2003.

Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Portsmouth, NH: Heinemann, 2000.

---. *Crafting Authentic Voice*. Portsmouth, NH: Heinemann, 2004.

Smagorinsky, Peter. *Standards into Practice*. Urbana, IL: NCTE, 1996.

Wong, Harry, and Rosemary Wong. *The First Days of School*. Harry K. Wong Publications, 2004.

- National Council of Teachers of English: <http://www.ncte.org>
- NCTE/IRA Standards: <http://www.ncte.org/about/over/standards/110846.htm>.
- National Writing Project: <http://www.nwp.org>.
- Modern Language Association: <http://www.mla.org>
- Rethinking Schools: <http://www.rethinkingschools.org>
- Jim Burke's Homepage: <http://www.englishcompanion.com>
- Harry Wong Summary: <http://www.glavac.com/harrywong.htm>
- Rubistar – web-based rubrics: <http://rubistar.4teachers.org/index.php>
- Teachers & Writers Collaborative: <http://www.twc.org>
- Teachers' Net: <http://www.teachers.net>

Course Policies



1. Attendance, Preparation, and Assignments

There are no excused absences in this class. You are allowed up to one week of absences without penalty (which is two days for a class like this that would be scheduled to meet twice a week in-person). A second week of absences (two more days) will result in a loss of 10 points off of your final grade per additional absence. A fifth absence (meaning you post late for any 5 assignments), for any reason, could result in an F for the course.

As our community grapples with COVID again for this semester, be aware that we may have to make adjustments based on community, campus and CDC guidelines. Your absences will not negatively affect your grade as long as you can document your illnesses/quarantine and as long as you continue to communicate your condition with me and as long as you submit necessary work in the courseroom.

2. Late Assignment Policy

Post your assignments on time (based on Syllabus/module due dates and calendar) and/or bring appropriate assignments to class on F2F meeting days as indicated on the syllabus. These will not only count toward your grade but also will count toward your attendance for online class days.

Workshop writing assignments will need to be posted to your workshop discussion area before workshop, so these assignments will be **due earlier in the day (when your class meets)**. Some assignments, such as **Reading Logs** are typically due before class on the day we are discussing the reading.

Of course, because of the nature of the intensive writing in this course and because of the way Writer's Workshop works, if we have to move to an online workshop scenario during the semester, certain assignments associated with writing work will need to be turned in/submitted mid-week. Please see the syllabus and the calendar for more information on these due dates should that occur.

Your final is your final portfolio (which is also your final exam) is due by midnight on the day of the final exam, which is **Thursday, December 14**.

Late work will be downgraded, up to ½ letter grade for each calendar day that it is late.

Online discussion board participation (Presentations or WW peer comments) is due by midnight on the due date. Late posts/responses will receive ½ credit if posted within the same week and no credit if posted after the week assigned.

3. Technology Use Guidelines

Please remember and observe good technology etiquette. Be careful and respectful in your communication with others. Remember that when a personal F2F relationship is absent or limited, some text-based communications can be perceived as more critical or ruder than originally intended. Inappropriate posts will be removed and will not be counted toward grade credit.

4. Classroom Climate

Be courteous to each other. Listen/read intently to what everyone has to say, and **when responding to other students, address each other by name and show how your response is connected to what has already been said.**

Academic Honesty

I, like most teachers, get most of my teaching ideas from other teachers. I don't know many teachers who don't share their work, freely and enthusiastically. Still, it is my obligation, whenever possible, to give due credit to others for their contributions to my classes. You must do the same. In discussions, group work, and especially written work, when you bring in ideas, texts, lessons, or concepts from other authors or sources, make note of it. There are brilliant teaching materials available on the web (but there are also some lessons that are not very effective) and in various databases sponsored by our library, and you would be foolish not to make use of some as you plan for your teaching. When you do so – whether it is for lessons and the unit for this course, for your student teaching assignments, or during your work as a full-time teacher – give clear documentation on your materials. Your students **should** see this: you are modeling responsible citation of sources for them, and you are demystifying the teaching process. When students understand that you have to research materials for their classes, and that you give credit responsibly, they are more likely to follow your lead in their own research and writing. For this class, anyone caught intentionally representing the work of others as her or his own will fail the course and consequently will not student teach.

Accommodations for Disabilities

I believe in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. This is an upper-level English class. Because this is a course that will prepare you to teach children how to write, you should

- know and possess writing and grammatical skills that are necessary for you to express your thoughts in clear and effective language so that you can teach these skills to children;
- be able to develop your thoughts in a clear and cohesive written form that is supported with facts, examples and illustrations;
- be able to write a variety of clear and concise sentences and use transitional devices adequately; and
- know and are able to use the conventions of Standard American English, including punctuation, capitalization, and spelling accurately. If you need help with your English writing and grammar skills, I will be glad to help you during my office hours (or by appointment). My office location and hours are located on the first page of this syllabus. I may also ask you to get help from the Tutoring and Learning Center of the library, room 300, 747-5366.

If you are a Special Needs student, please notify me promptly, and I will work with you through the DSS office regarding assignments, assessments and any special accommodations that you may need.

Assignments & Grading



Participation & Attendance (15%)



Peer Responses to Presentations: Of the two required presentations (Picture Sheet Introductions and Lesson Plan Segment Presentation), you will need to respond to a minimum of 6 peers for each presentation. The expectation is that you will respond to everyone in your Workshop Group as well as additional peers (your choice) to meet the minimum required responses. The purpose of this is to build classroom community and to give you all a sense of presenting to specific audiences, rather than a general public.

10 points each

Reading Activities (20%)



Chapter Questions and Discussions (CQDs): For several chapters you will be responsible for bringing 3 questions from class readings or lectures to class on F2F meeting days. We will engage in several different discussion techniques and activities, and you will be required to take notes and submit your discussion record at the end of class on these discussion days. This will count as participation points and hopefully will help you further understand the course concepts. These questions need to be open-ended questions (no Yes/No responses appropriate) and they CAN be questions you generate for your Reading Log. However, they should not be questions that you are able to find the answers to through reading the chapter. These questions should extend beyond the chapter/lecture and strive to make connections between texts and other course concepts and experiences.

(25 points)

Reading Logs (RL): Each reading assignment also requires you to complete a reading log. There are various types of “reading logs” – or journals – that students can keep while reading, and some of your readings will discuss some of these. For this class, I require you to identify *questions* that you have while reading, *facts* that you glean or notice while reading, and conclusions that you draw while reading.

10 points each

Reading Log Assignment Description: As you read each chapter, you will complete the following: I wonder..., I notice.... I think... identifying three to five things for each:

- "I wonder" - what questions arise as you read or examine the text?
- "I notice" - details of the text, facts, new information - maybe making connections between this text and others that you have read
- "I think" - conclusions that you draw based on the reading, making connections between readings, lectures, experiences, etc.

All reading logs need to be submitted BEFORE MIDNIGHT at the end of each week in order for you to be given full credit. Late reading logs may be submitted but will only receive ½ credit at most.

Writer's Workshop (25%)

Rough Drafts (RDs): Each writing assignment you are required to complete for this class you will first submit a rough draft to your Writer's Workshop group Discussion Board area. It is essential that you submit these **BEFORE CLASS** on the due date on the calendar (which will often times be mid-week), so that your peers will have the opportunity to read and respond to your drafts. This is an integral part of Writer's Workshop. As you post your rough draft, you should list a minimum of three questions that you have specifically about each writing piece. These are questions that your peers will answer in their feedback.

10 points each

Peer Feedback (WWs): Sometimes in Workshop, we are inhabiting the role of the author. Other times we are inhabiting the role of the audience or peer. For each of your peers in your workshop group, you will be required to read (and listen to their posted video) and respond to their draft. Typically, this also happens mid-week and multiple times per week during this accelerated summer session. Responses to peers are due by midnight on the date listed on the calendar. You are not *required* to provide feedback for drafts that are posted late, but should you choose to do so, that would be a very nice (and a very professional) thing to do. Late feedback, though appreciated by the author, will not be accepted for credit.

15 points each

Presentations (10%)



Who Am I? What Matters to Me? You will complete your template and then show it (screen share) on your YuJa video (also showing yourself and recording the audio) while you share 5 of the details you included on your sheet.

15 points

Final Lesson Plan Segment: For your final project, you will be creating a full lesson plan. You are also required to teach us a 10 minute segment of your lesson through YuJa (audio, video, and screen sharing). Your peers are required to choose a number of peers' presentations to respond to, so you will want to make your lesson engaging and your lesson title interesting.

30 points

Final Project (15%)



Lesson Planning Scaffolding Worksheets (3): Occasionally during modules in the course, you will be required to complete a worksheet (graphic organizer), demonstrating your understanding of the lesson planning techniques that I will be including in each module, until the final module and full lesson plan. These organizers will help you build your final lesson plan project, due at the end of the course.

25 points each

Full Lesson Plan: You will submit a full lesson plan, including support materials and assessments as your final project for this course.

250 points total

Portfolio (15%)



Your **Final Digital Course Portfolio** is your final exam for this course. Rather than have you memorize facts and details, I prefer to have you collect your written works and reflect on them and on your growth as a writer and teacher. This is a much more effective measure of your learning than any other form of assessment for this course. As such, to this Portfolio Assignment area you will submit your rough drafts with peer comments/feedback along with your revised final versions of each assignment.

525 points total

Grading Scales



A = 90% or more of total points

B = 80 – 89% of total points

C = 70 – 79% of total points

D = 60 – 69% of total points

F = 59% of total points or below

Schedule of Assignments



This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints.

Module 1 - Beginnings



Tuesday, Aug 29: (F2F)

Recorded lectures provided for review

- *Meet the Professor*
- *Syllabus – Syllabus Quiz*
- *Managing YuJa (recording/presenting and sharing)*
- *Who Am I/Picture Sheet (PS)*
- *Reading Log Format*
- *Journal Prompts Overview*
- *Picture Sheet Assignment (YuJa) Overview*

Create & Post

- *Picture Sheet (PS) and YuJa video - (due Thursday, Aug 31 **BEFORE CLASS** color group discussion) - see assignment description.*

Thursday, Aug 31: (F2F)

Discuss

- Writer's Workshop Procedures
- WW - Picture Sheet color group discussion - (due **BEFORE CLASS**, Thursday)
- *Peer Response Guidelines & Expectations*
- *Journal Prompt #1*
- *WA#1 Overview*

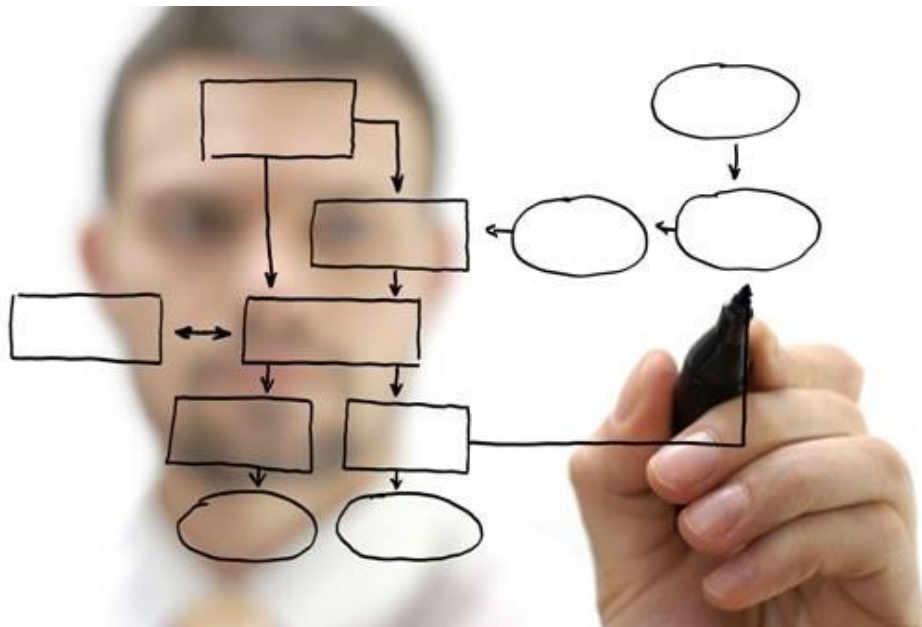
Create & Post

- Post Who Am I? Picture Sheet (Who Am I) presentation to Submit: YuJa Who Am I Presentation Class Discussion Board board (**due Thursday, midnight**)

Write

- Syllabus Quiz - Due Sunday, Sep 3, midnight
- Peer Responses to Presentation (Who Am I? Picture Sheet) - due in Class Discussion board Sunday, Sep 3 (Your Workshop Group + ?? to equal 6 total responses)
- WA#1 - Names - (due Tuesday, Sep 5 **BEFORE CLASS** color discussion)

Module 2 - Processes



Tuesday, Sep 5 (F2F)

Recorded lectures provided for review

- WW - WA#1 - Names
- *The Writing Process* (RL#1) Overview
- *Reading Like a Writer* (RL#2) Overview
- WA#2 - *Neighborhood Map Overview*

Read

- Tompkins *Teaching Writing* Ch. 1
- Ray *Wondrous Words* (online) Ch. 1

Create & Post

- WA#2 - Neighborhood Map & Vignettes - (due Thursday, Sep 7 **BEFORE CLASS** color discussion)

Thursday, Sep 7 (F2F)

Recorded lectures provided for review

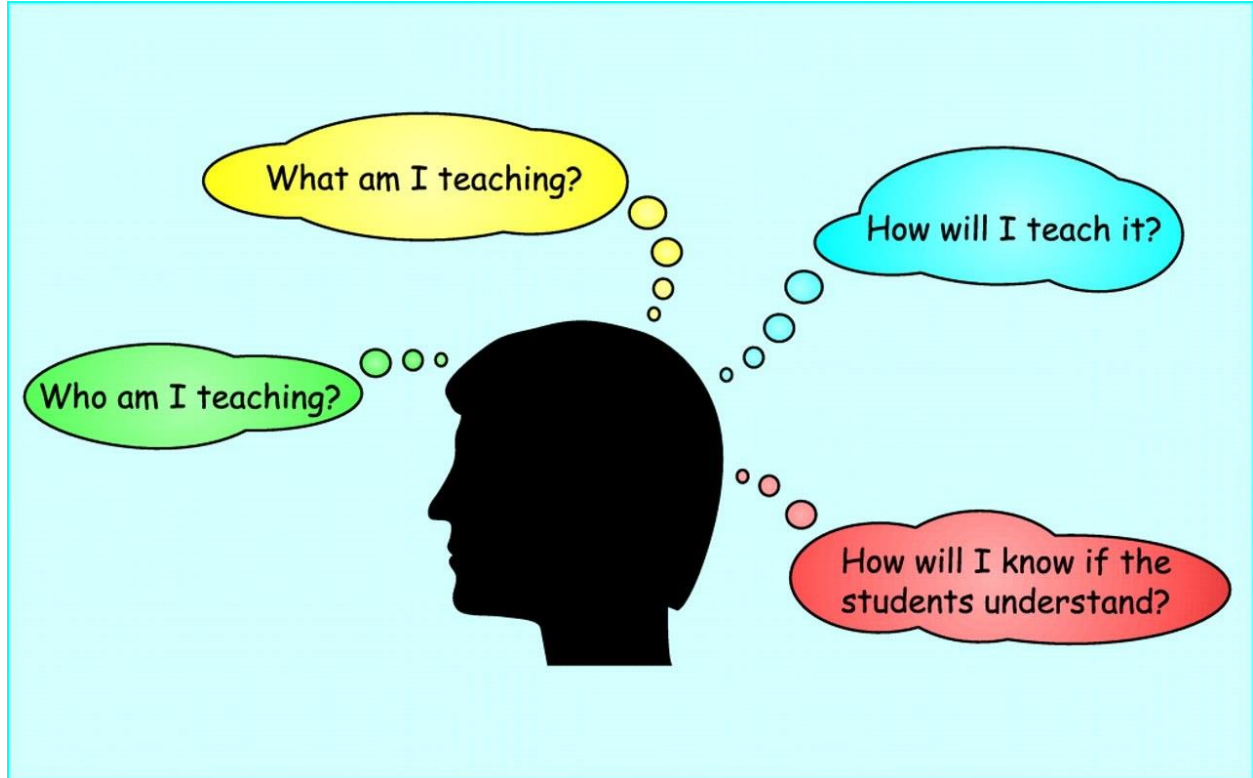
Discuss Readings (CDQ#1) - come with questions regarding Wondrous Words Ch.1, Thursday, Sep 7

- CDQ#1
- Journal #2
- WW Neighborhood Map
- WA#2 - I Remember Overview

Create & Post

- RL#1 - (due Sunday, Sep 10)
- RL#2 - (due Sunday, Sep 10)
- CDQ#1 - (due Sunday, Sep 10)
- WA#2 - I Remember (due **BEFORE CLASS** Tuesday, Sep 12 color discussion)

Module 3: Planning



Tuesday, Sep 12 (F2F)

Recorded lectures provided for review

- WW - WA#2 - I Remember
- *Bozeman, Montana Principle*
- *Queenie Principle*
- *Writer's Workshop (RL#3)*
- *Teaching with Process*
- Journal sequence 3, 4, & 5
- WA#3 Emblem Overview

Create & Post

- WA#3 - Emblem - (due Thursday, Sep 14 color discussion)

Thursday, Sep 14 (F2F)

Recorded lectures provided for review

- WW - Emblem workshop
- WA#3 - Heroes Overview

Read

- Tompkins *Teaching Writing* Ch. 2
- RL#3 - (due Sunday, Sep 17)

Create & Post

- WA#3 - Heroes Essay - (due **BEFORE CLASS** Tuesday, Sep 19 color group discussion)

Module 4: Expanding



Tuesday, Sep 19 (F2F)

Recorded lectures provided for review

*Discuss Readings (**CDQ#2**) - come with questions regarding Wondrous Words Ch.2, Thursday, Sep 21*

- CDQ#2
- WW - Heroes Essay

Thursday, Sep 21 (F2F)

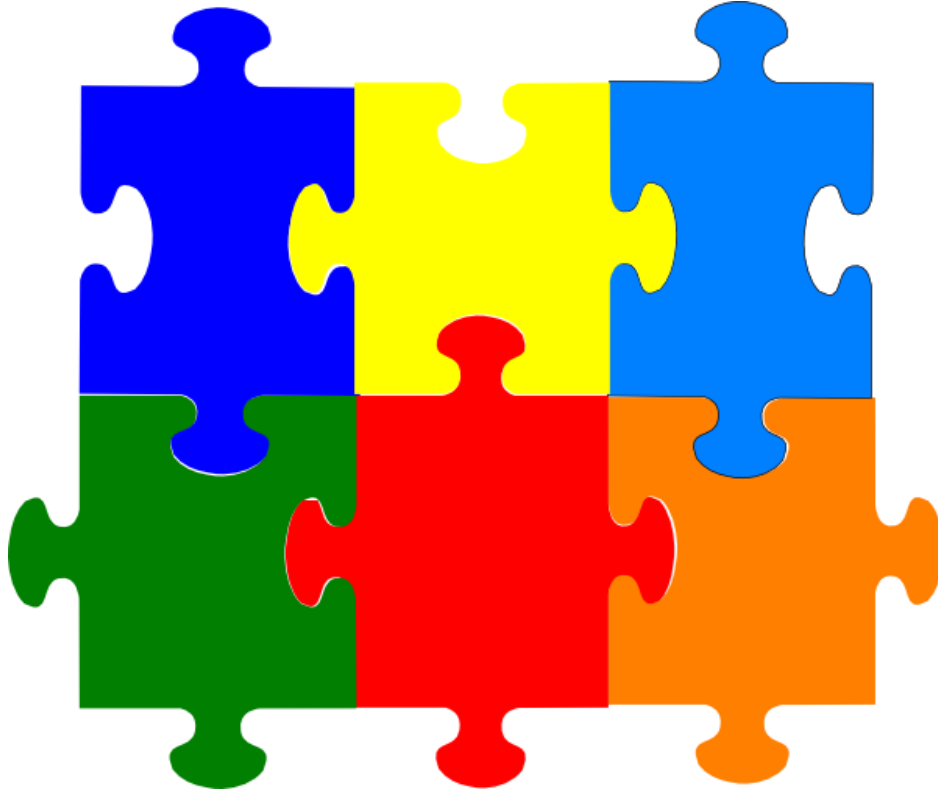
Recorded lectures provided for review

- *Writing Strategies (RL#4)*
- *Writing Craft (RL#5)*
- *Final Project (Lesson Plan) Overview*
- *Developing Performance Objectives*
- *Developing Assessments and Assessment Tools*

Read

- Tompkins *Teaching Writing* - Ch. 3
- RL#4 - (due Sunday, Sep 24)
- Ray *Wondrous Words* - Ch. 2 (online)
- RL#5 - (due Sunday, Sep 24)
- CDQ#2 - (due Sunday, Sep 24)

Module 5 - Developing



Tuesday, Sep 26 (F2F)

Recorded lectures provided for review

Discuss Readings (CDQ#3) - come with questions regarding Wondrous Words Ch.3, Tuesday, Sep 26

- CDQ#3
- *Backwards Design Elements*
- *Madelyn Hunter Lesson Plan Design*
- *TEKS and Finding Complementary TEKS*
- Text Possibilities (RL#6)

Read

- Ray *Wondrous Words* Ch. 3
- RL#6 - (due Sunday, Oct 1)

Create & Post

- CDQ#3 - (due Sunday, Oct 1)

Thursday, Sep 28 (online)

Recorded lectures provided for review

- *Lesson Planning Worksheet 1 Overview*
- *Assessment*
- *Assessment and Self Reflection (RL#7, RL#8)*
- *Culture of Error*
- *Standardized Testing*

Read

- *Tompkins Teaching Writing Ch. 5*
- *RL#7 - (due Sunday, Oct 1)*
- *Ray Wondrous Words Ch. 14 (online)*
- *RL#8 - (due Sunday, Oct 1)*

Write

- *Lesson Planning Worksheet 1 - (due Sunday, Oct 1)*

Module 6 - Preparing



Tuesday, Oct 3 (online)

Recorded lectures provided for review

- Piaget
- Erik Erickson
- Lev Vygotsky
- Lesson Planning
- Overview Lesson Planning Worksheet 2

Thursday, Oct 5 (online)

Recorded lectures provided for review

- Introducing, Scaffolding, Learning, Re-Teaching/Reinforcing
- Conference Overview

Create & Post

- Lesson Planning Worksheet #2 - (due Sunday, Oct 8)

Sign up!

- Sign up for a conference time with me during the week of Oct 9 - Oct 13

Module 7 - Frameworks



Attend

- *Attend your scheduled conference with me to discuss your writing*

Tuesday, Oct 10 (online)

Recorded lectures provided for review

- WA#4 - All About Book Overview
- Expository Writing
- Writing to Learn (RL#8)
- Craft of Text Structure (RL#9)

Create & Post

- WA#4 - All About Book draft - (due Thursday, Oct 12 color discussion)

Thursday, Oct 12 (online)

Recorded lectures provided for review

- WW - WA#4 - All About Book
- *Workshop Models*
- *Feedback and Conferencing*

Read

- Tompkins *Teaching Writing* ch. 6
- RL#8 - (due Sunday, Oct 15)
- Ray *Wondrous Words* Ch. 7
- RL#9 - (due Sunday, Oct 15)

Module 8 - Structures



Tuesday, Oct 17 (F2F)

Recorded lectures provided for review

Discuss

- Poetry
- Brushstrokes (RL#10)
- The Artist's Eye (RL#11)
- WA#5 - Found Poem Overview

Read

- Tompkins *Teaching Writing* Ch. 7
- RL# 10 - (due Sunday, Oct 22)

Create & Post

- WA#5 - Found Poem draft - (due Thursday, Oct 19 color discussion)

Thursday, Oct 19 (F2F)

Recorded lectures provided for review

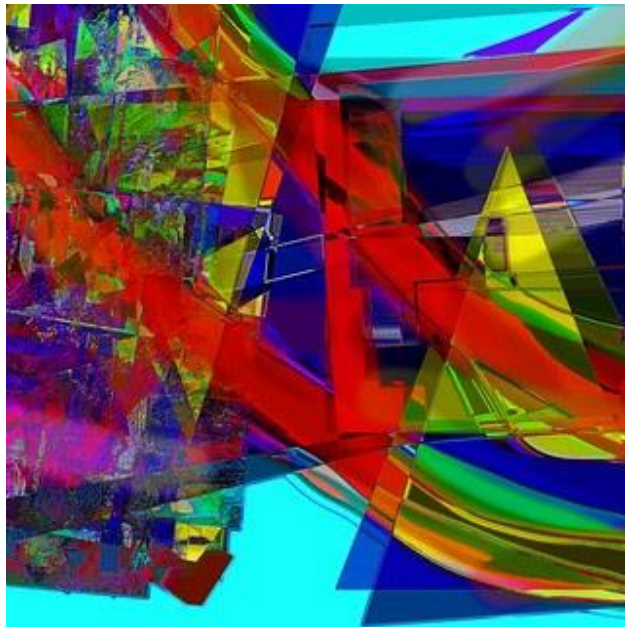
- WW - WA#5 - Found Poem
- WA#5 - Teacher Model Overview

- WA#7 - Lesson Plan Overview

Read

- Noden *Image Grammar* Ch. 1 (online)
- RL#11 - (due Sunday, Oct 22)
- Noden *Image Grammar* Ch. 2 (online)
- RL#12 - (due Sunday, Oct 22)

Module 9 - Enhancing



Tuesday, Oct 24 (online)

Recorded lectures provided for review

- Checking for Understanding Strategies
- Guided Practice
- Anticipatory Set & Closure
- Overview Lesson Planning Worksheet 3

Create & Post

- Lesson Planning Worksheet #3 - (due Sunday, Oct 29)

Thursday, Oct 26 (online)

Recorded lectures provided for review

- Reading Like Writers (RL#13)
- 6 + 1 Traits (RL#14)

Read

- Ray *Wondrous Words* Ch. 6
- RL#13 - (due Sunday, Oct 29)
- Tompkins *Teaching Writing* Ch. 4
- RL#14 - (due Sunday, Oct 29)

Module 10 - Narratives



Tuesday, Oct 31 (F2F)

Recorded lectures provided for review

- Narrative Writing
- Portfolio Guidelines
- Assessment - STAAR Prep

Thursday, Nov 2 (F2F)

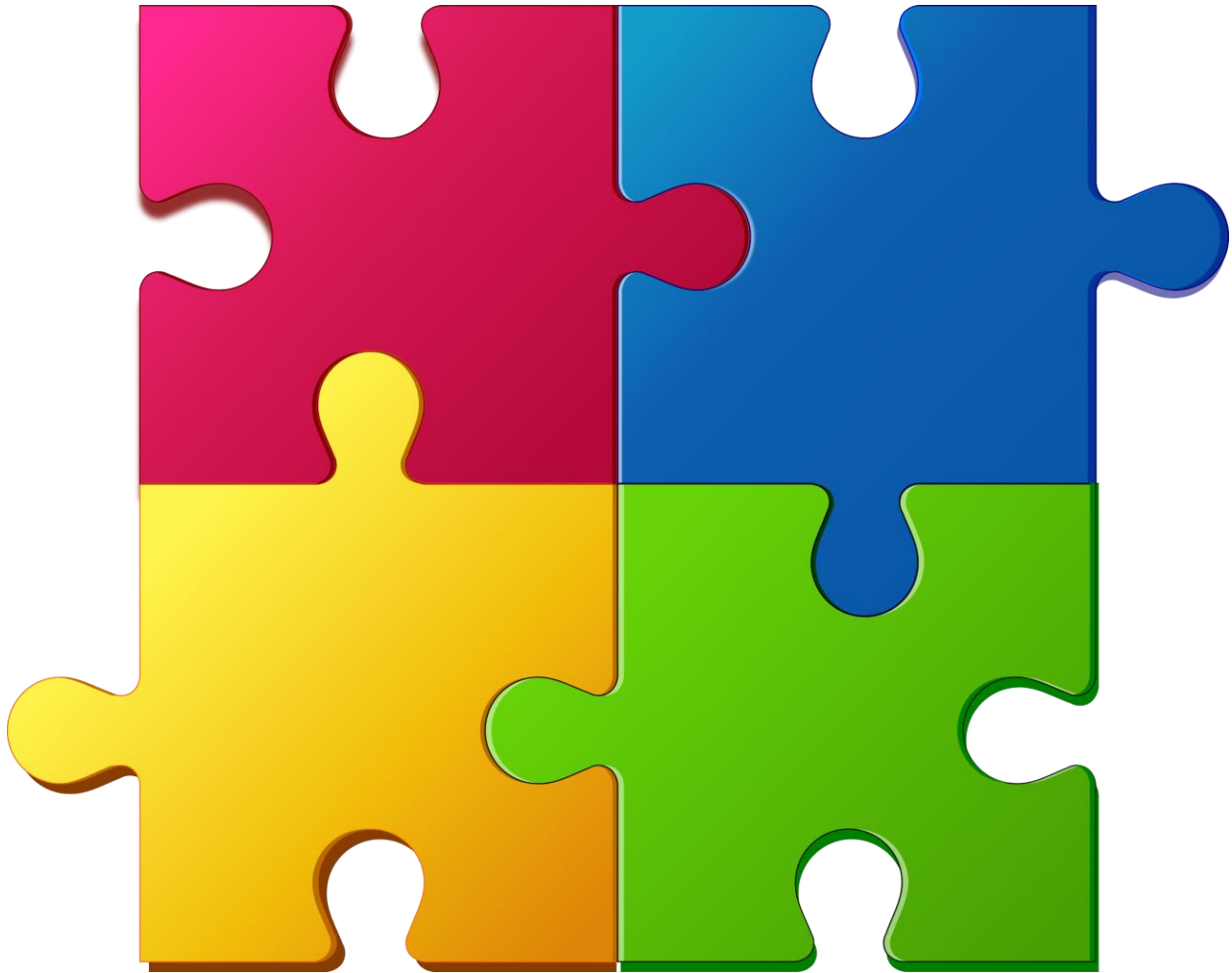
Recorded lectures provided for review

- Lesson Planning - bringing it all together

Read

- Tompkins *Teaching Writing* Ch. 8
- RL#15 - (due Sunday, Nov 5)

Module 11 - Assessment



Tuesday, Nov 7 (F2F)

Read

- Mini-Lessons: Ray *Wondrous Words* Ch. 12
- RL#16 - (due Sunday, Nov 12)

Thursday, Nov 9 (F2F)

- STAAR Prep Lesson Planning

Create & Post

- WA#6 Teacher Model - (due Tuesday, Nov 14)

Module 12 - Reflection



Tuesday, Nov 14 (F2F)

- WW - WA#6 Teacher Model

Thursday, Nov 16 (F2F)

Recorded lectures provided for review

- WA#7 Overview - Lesson Plan

Create & Post

- WA#7 - Lesson Plan (due Tuesday, Nov 21 color discussion)

Module 13 - Exposition



Tuesday, Nov 21 (F2F)

- WW - WA#7 - Lesson Plan

Thursday, Nov 23 - NO CLASS - THANKSGIVING DAY HOLIDAY

All Make-up Reading Logs are due by Sunday, Nov 26, midnight

Module 14 - Teaching



Tuesday, Nov 28 (F2F)

Recorded lectures provided for review

- STAAR Prep Lesson Planning

Thursday, Nov 30 (Optional F2F)

Recorded lectures provided for review

- Final Lesson Plan Project Overview
- Final Lesson Plan Segment Presentation Overview

Module 15 - Presenting



Tuesday, Dec 5 (online)

Create & Post

- Final Lesson Plan Segment Presentation - YuJa video - (due Tuesday, Dec 5)

Thursday, Dec 7 (Online) -- Last Day of Class

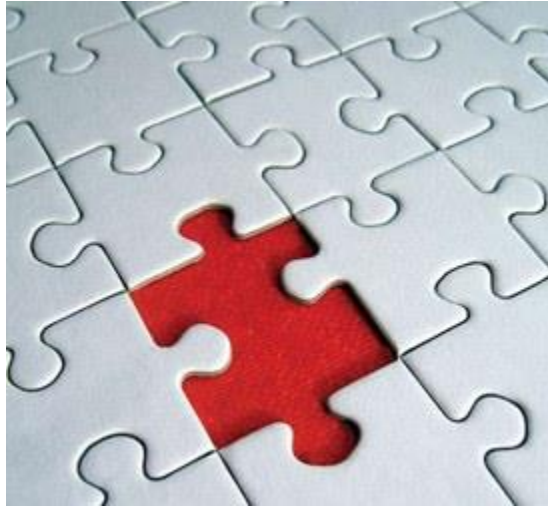
Watch Presentations & Respond

- Respond to Writer's Workshop group Peer Presentations + as many more are needed to bring your total to 6 reviews - (due midnight, Thursday, Dec 7 - last day of class)

Create & Post

- Final Lesson Plan Project - (due Thursday, Dec 7)

Final Exam - Final Portfolio



The final exam for this course is your digital portfolio. All assignments should be uploaded to the appropriate Blackboard Assignment area by midnight on **Thursday, December 14**. Please see assignment description.