Syllabus ENGL 4354

Writing Processes of Children

ENGL 4354: 16386 Section 012 Fall 2021

Instructor: Dr. Anjanette Darrington
Course delivery: Flipped Classroom (Covid Contingency)
Phone: (915)-747-6696
E-mail: adarrington@utep.edu
Office: HUDS 322 and Virtual/Blackboard Collaborate link in courseroom (by appointment)
Office Hours: M/W 10:30AM – 12:00PM & online by appointment
Course Description

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 DIO03.F; DIIII009.A-C).
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\(^1\)

\(^1\)https://www.utep.edu/technologysupport/index.html
Course Textbooks & Materials

Required Textbooks


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:


- 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

2http://www.ncte.org/ 3http://www.nwp.org/
4http://www.mla.org/
5http://www.rethinkingschools.org/
6http://www.englishcompanion.com/
7http://www.twc.org/
8http://www.teachers.net/
Course Policies

1. Attendance, Preparation, and Assignments
Post your assignments on time (based on Syllabus/module due dates and calendar). This will not only count toward your grade but also will count toward your attendance for online class days. 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, will result in an F for the course.

As our community grapples with COVID for this Fall 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
Most assignments are due online by midnight on Wednesday night of each Module week. Workshop writing assignments will need to be brought to class when we are conducting a F2F workshop, so these assignments will be due earlier in the day (when your class meets). Some assignments are due on Sunday nights in certain modules.

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.

Your final course portfolio is due by midnight on day of the final exam, which is Monday, December 6.

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

Online discussion board participation (LC 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.

COVID-19 Precautions
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu⁹, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El

⁹mailto:covidaction@utep.edu
Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org\textsuperscript{11}

**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 \textit{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.

\textsuperscript{10}https://www.epstrong.org/  
\textsuperscript{11}https://www.epstrong.org/
Online Participation Points 20%

**Lecture Confirmations (LC):** For each lecture that I post in Discussion Board, you will need to respond to the discussion board confirming that you have viewed the lectures. You will be accountable for information included in the lectures and all confirmations should be posted by midnight on the due date listed, though you will want to complete most lectures according to the suggested schedule in order to have the information and guidelines required for assignments that need to be submitted throughout the week.

10 points each

**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 15%**

**Reading Assignments:** All assigned readings will be accompanied by a brief lecture (which you will confirm as noted above). You are accountable for all information presented in reading overview lectures.

10 points each

**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 your 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 by the due date 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%**

Although we will begin Writer’s Workshop in a face-to-face (F2F) format, we may have to adjust to an online environment later in the semester. We will hope that public health conditions allow us to continue to meet and discuss our writing.

**Rough Drafts:** Each writing assignment you are required to complete for this class needs to be submitted as a rough draft to your Writer’s Workshop group Discussion Board area. It is essential that you submit these by midnight on the due date on the calendar (which will often times be mid-week), so that I can obtain your drafts and provide feedback to you. This is also how I will assess part of your points for your Workshop Participation. Your peers will have the opportunity to respond to your drafts in class on our workshop days (or online if we have to adjust). 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 we will try to answer in our feedback.

10 points each
**Peer Feedback:** 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 listen to and respond to their drafts during F2F Workshop time. (If we move to online Workshops, you will be required to read (and listen to their posted video) and respond to their draft.) Typically, this will happen mid-week. (In an online version, 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

Monday, August 23 (F2F)

- Meet Your Professor
- Syllabus Overview
- Syllabus Quiz
- YuJa Presentations
- Who Am I? What Matters to Me?
- Reading Log Format
- Journal Prompts Overview

Wednesday, August 25 (F2F)

- Who Am I? Picture Sheet (PS) workshop - (due Wed Aug 25) - see assignment description
- Writer's Workshop Procedures
- Peer Response Guidelines/Expectations
- Lecture Confirmation/Participation Points
Write

- Journal prompt #1 - Your Name (due midnight, Wednesday, Aug 25)

Create & Post

- Peer Responses to Presentation (Yuja Picture Sheet) - due in Class Discussion board Sunday, Aug 29 (Your Workshop Group + ?? to equal 6 total responses)
- Syllabus Quiz - Due Sunday, Aug 29, midnight

Module 2 - Processes

Monday, August 30 (online)

Watch Lectures - *(all LC for Module 2 are due by Wednesday, Sep 1)*

- Journal Prompt #2 Overview
- WA#1 Overview
- Interactive Quiz for Cisneros piece
- The Writing Process (RL#1) Overview
- Reading Like a Writer (RL#2) Overview

Wednesday, September 1 (F2F)

Writer's Workshop

- WA#1 - Names
Discuss Readings - come with questions regarding each chapter, Wednesday, September 1

- Tompkins Teaching Writing Ch. 1
- Ray Wondrous Words Ch. 1

Submit by midnight

- RL#1 - (due Wednesday, Sep 1)
- RL#2 - (due Wednesday, Sep 1)
- Journal Prompt #2 (due Wednesday, Sep 1)

Module 3 - Planning

Monday, September 6 (No Class - Labor Day Holiday)

Wednesday, September 8 (F2F)

Watch Lectures - (LC's for Module 3 are due by Wednesday, Sep 8)

Bring Questions to class on Wednesday

- Backwards Design Elements
- Madelyn Hunter Lesson Plan Design
- TEKS and Finding Complementary TEKS
- Lesson Planning Worksheet 1 Overview
• WA#2 - Neighborhood Map Overview

**Writer's Workshop**

• Neighborhood Map - (due Wednesday, Sep 8)

## Module 4 - Expanding

### Monday September 13 (F2F)

*Watch Lectures - (all LC for Module 4 are due by Wednesday, Sep 15)*

*Bring Questions to class on Monday*

• WA#2 - I Remember Overview

• Bozeman, Montana Principle

• Queenie Principle

• Final Project (Lesson Plan) Overview

*Create & Post*

• Lesson Planning Worksheet 1 - (due Monday, Sep 13)

### Wednesday, September 15 (F2F)

*Writer's Workshop*

• WA#2 I Remember
Module 5 - Developing

Monday, September 20 (online)

Watch Lectures - (all LC for Module 5 are due by Wednesday, Sep 22)

- Teaching with Process
- Writer’s Workshop (RL#3)
- WA#3 Emblem Overview
- Journal Series 3, 4, 5

Read

- Tompkins Teaching Writing Ch. 2

Write online - due midnight, Monday, Sep 20

- Journal 3
- Journal 4
- Journal 5

Wednesday, September 22 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday

Writer’s Workshop
• WA#3 - Emblem - (due Wednesday, Sep 22)

Create & Post
• RL#3 - (due midnight Wednesday, Sep 22)

Module 6 - Preparing

Monday, September 27 (online)

Watch Lectures - (all LC for Module 6 are due by Wednesday, Sep 29)
  • Developing Performance Objectives
  • Developing Assessments and Assessment Tools
  • WA#3 - What Makes a Hero Essay Overview
  • Overview - Lesson Planning Worksheet #2
  • Writing Strategies (RL#4)
• Writing Craft (RL#5)
• Individual Conferences Overview

**Read**

• Tompkins *Teaching Writing* - Ch. 3
• Ray *Wondrous Words* - Ch. 2

**Sign Up**

• Sign up for an individual writing conference with me during the week of Oct 4-8 using the provided Calendly.com link

**Wednesday, September 29 (F2F)**

*Bring Questions on lectures and assigned readings to class on Wednesday*

**Writer’s Workshop**

• WA#3 - Heroes (due Wednesday, Sep 29)

*Submit (due by midnight, Wednesday, Sep 29)*

• Lesson Planning Worksheet #2
• RL#4
• RL#5
Module 7 - Frameworks

Attend

- Attend your individual writing conference with me (virtually) on your chosen day (sign up in Module 6)

Monday, October 4 (online)

Watch Lectures - (all LC for Module 7 are due by Wednesday, Oct 6)
• Text Possibilities (RL#6)
• 6+1 Traits (RL#7)
• Erik Erickson
• Lev Vygotsky
• Workshop Models
• Feedback and Conferencing
• Journal #6 10-minute Interval Overview

Read
• Ray *Wondrous Words* Ch. 3
• Tompkins *Teaching Writers* Ch. 4

**Wednesday, October 6 (online)**

*Bring Questions on lectures and assigned readings to class on Wednesday, Oct 13*

Create and Post
• RL#6
• RL#7
• Journal #6 Entry
Module 8 - Structures

Monday, October 11 (online)

Watch Lecture - (all LC for Module 8 are due by Wednesday, Oct 13)

- Writing to Learn (RL#8)
- Craft of Text Structure (RL#9)
- Journal Workshop and Conferences Reflection Overview
- WA#4 Explode the Moment Overview

Read

- Tompkins Teaching Writing ch. 6
- Ray Wondrous Words Ch. 7

Wednesday, October 13 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday, Oct 13

Writer’s Workshop

- WA#4 - Explode the Moment
Create & Post (due by midnight, Wednesday, October 13)

- Journal Workshop & Conferences Reflection
- RL#8
- RL#9

Module 9 - Enhancing

Monday, October 18 (online)

Watch Lectures - (all LC for Module 9 are due by Wednesday, Oct 20)

- Brushstrokes (RL#10)
- The Artist's Eye (RL#11)
- Introducing, Scaffolding, Learning, Re-Teaching/Reinforcing
- Overview - WA#5 All-About Book

Read

- Noden *Image Grammar* Ch. 1 (online)
- Noden *Image Grammar* Ch. 2 (online)
Wednesday, October 20 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday, Oct 20

Writer's Workshop

- WA#5 All-About Book

Create & Post

- RL#10
- RI#11
Module 10 - Narratives

Monday, October 25 (online)

Watch Lectures - (all LC for Module 10 are due Wednesday, Oct 27)
• Narrative Writing (RL#12)
• Writer's Workshop Mini Lessons (RL#13)
• Checking for Understanding Strategies
• Guided Practice
• Anticipatory Set & Closure
• Overview Lesson Planning Worksheet 3

Read

• Tompkins *Teaching Writing* Ch. 8
• Ray *Wondrous Words* Ch. 12

**Wednesday, October 27 (F2F)**

*Bring Questions on lectures and assigned readings to class on Wednesday, Oct 27*

**Create & Post (due by midnight, Wednesday, October 27)**

• RL#12
• RL#13
• Lesson Planning Worksheet #3
Module 11 - Assessment

Monday, November 1 (online)

Watch Lectures - (all LC for Module 11 are due on Wednesday, Nov 3)

- Portfolio Guidelines
- Assessment
- Reading Like Writers (RL#14)
- Poetry (RL#15)
- WA#6 Found Poem Overview

Read

- Ray Wondrous Words Ch. 6
- Tompkins Teaching Writing Ch. 7

Wednesday, November 3 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday, Nov 3)

Writer's Workshop

- WA#6 Found Poem
Create & Post (due by midnight, Wednesday, Nov 3)

- RL#14
- RL#15

Module 12 - Reflection

Reflective Practice

What challenges did you face and what do you plan to change as you look ahead?

Monday, November 8 (online)

Watch Lectures - (all LC for Module 13 are due on Wednesday, Nov 10)

- Assessment and Self Reflection (RL#16)
• Assessment Focused on Craft (RL#17)
• Culture of Error
• Standardized Testing
• WA#7 - Teacher Model Overview

Read

• Tompkins Teaching Writing Ch. 5
• Ray Wondrous Words Ch. 14 (online)

Wednesday, November 10 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday, Nov 10

Writer's Workshop

• WA#7 Teacher Model

Create & Post (due midnight, Wednesday, Nov 10)

• RL#16
• RL#17
Module 13 - Exposition

Monday, November 15 (online)

Watch Lectures - (all LC for Module 13 are due on Wednesday, Nov 17)

- Piaget
- Expository Writing
- WA#8 Lesson Plan Draft Overview

Wednesday, November 17 (F2F)

Bring Questions on lectures and assigned readings to class on Wednesday, Nov 17)

Writer's Workshop

- WA#8 Lesson Plan
Module 14 - Teaching

Monday, November 22 (F2F)

Bring Questions on lectures and assigned readings to class on Monday, Nov 22)

Watch Lectures - (all LC for Module 14 are due on Wednesday, Nov 24)

• Final Project (Lesson Plan) Overview
• Final Lesson Plan Segment Presentation Overview

Wednesday, November 24 (No Class)
All Make-up Reading Logs are due by Sunday, November 28, midnight

Module 15 - Presenting

Monday, November 29 (online)

Watch Lectures - (NO LC for this lecture, as it is a review of the lecture given in Module 11)

- Final Digital Portfolio Overview (watch it again to remind yourself!)

Wednesday, December 1 (Online) -- Last Day of Class

Submit

- Final Lesson Plan Project - (due Wednesday, Dec 1)

Create & Post

- Final Lesson Plan Segment Presentation YuJa - submit to class discussion board - (due Wednesday, Dec 1)
Watch Presentations & Respond

- Respond to Writer's Workshop (color group peers') Presentations plus as many more as are needed to bring your total to 6 reviews (due Sunday, Dec 5)

Final Exam - Monday, Dec 6

The final exam for this course is your digital portfolio. All assignments should be uploaded to the appropriate Blackboard Assignment area by midnight on Monday, December 6. Please see assignment description.