

**University of Texas at El Paso**  
**RED 5340 (CRN 17568)**  
**Current Topics in Reading Education: Teaching Writing with Diverse Learners**  
**Fall 2014**

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Mondays, 5:30-8:20 pm  
Location: Education 307  
Office hours: Mon 3-5:30pm,  
Tues 10-12 (online), and by  
appointment

**Course Description:**

This course highlights teaching tools and strategies to help students develop as effective writers across the content areas, with a particular focus on grades 6-12. The course is based on five key principles:

- the importance of reading and writing as tools for learning across content areas;
- the view of writing as a process that is closely tied to thinking;
- the role of grammar and sentence structure in communicating meaning;
- the need for writing instruction to be responsive to students' linguistic and cultural backgrounds;
- the importance of tailoring writing instruction to meet the needs of struggling writers.

Topics to be covered include: Using reading and writing to support learning; Teaching expository and persuasive writing; Teaching narrative and literary writing; Constructing effective sentences; Engaging English Language Learners in powerful writing; Working with struggling writers; and Writing and inquiry. Each of these topics will include a specific focus on working with English Language Learners and students from diverse cultural backgrounds.

**Student Learning Outcomes:**

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

- (1) Identify and implement effective strategies for teaching writing and the writing process in secondary classrooms, with a particular focus on English Language Learners and language minority students;
- (2) Demonstrate an understanding of the relationship between reading and writing in support of learning;
- (3) Demonstrate an understanding of the role of second language acquisition in developing academic literacy, especially writing;
- (4) Identify and use digital technologies in meaningful ways to enhance adolescent literacy learning;
- (5) Implement highly engaging, cognitively-demanding writing lessons with students related to different genres, including expository, persuasive, literary analysis, personal narrative;
- (6) Analyze and assess student writing to identify strengths and areas of need related to content, organization, and language mechanics;
- (7) Show an understanding of inquiry-based approaches to literacy teaching and learning;
- (8) Analyze and reflect on their own teaching of writing.

**Course Readings:**

Books

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Portland, ME: Stenhouse.

Calkins, L. (1995). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Dana, N.F. and Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (3<sup>rd</sup> edition). Thousand Oaks, CA: Corwin.

Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

Select articles [can be found on Blackboard]

### **Course Requirements:**

**Reflective reading responses** (30 points) – You will be asked to write reflective responses to select readings. The responses should be 300-400 words in length; they have two functions: (1) to summarize the key points from the reading; and (2) to highlight an aspect of the text that resonates with you and/or your teaching practice. The audience for these responses will be your colleagues/peers; please submit online to Blackboard by the designated due date and come to class or writing group with a printed copy, prepared to share with others. Throughout the semester you will have the opportunity to do 10 reflective responses to the readings.

**Writing autobiography** (10 points) - The purpose of this assignment is to reflect on your own literacy history and the ways in which your history and experiences with writing influence you now as a teacher. Feel free to explore various formats (i.e. short vignettes, poetry, interviews) and modalities (iMovie, Storyboard, Moviemaker, PowerPoint) for writing. The audience for this assignment will be your peers and course instructor. Please bring a draft of your autobiography (either hard copy or electronic) to class on September 22 to be used as part of writing workshop; the final draft will be due on Blackboard on October 5.

**Pair demonstration lesson** (20 points) – You will have the opportunity to work with a partner to develop a one-hour demonstration lesson in teaching writing. In alignment with the National Writing Project and the lesson requirements of your district, the demonstration lesson should include your framework (including theory/research that informs the lesson); modeling; guided practice; independent practice; and an assessment of learning. The lesson will be followed by a debriefing session where you will receive feedback from your peers. On the Sunday before your lesson demonstration, you post to Blackboard a 2-page handout that includes the following:

- Title
- Grade level & TEKS
- Learning outcomes
- Lesson outline
- Adaptations for ELLs and struggling writers
- Forms of assessing student learning (formal/informal)
- Related resources (books, websites, etc.)

After the lesson you will write a short reflection (500-750 words) on what went well and what you would have done differently, based on your own thoughts as well as the feedback provided by peers in the debriefing session. This reflection will be included as part of your digital portfolio.

**Videotaping of writing lesson** (included in portfolio) – During the second half of the semester, one of the writing coaches associated with the course will videotape a writing lesson in your own classroom; the videotaping will be preceded by a pre-conference, where you will discuss your goals and areas of desired focus with the coach. The lesson (and video-taping) will be followed by a post-conference where you will reflect on the lesson with the coach. We will ask you to write a reflection (750-1,000 words) on what you observed in the videotaped lesson, which will be submitted as part of your digital portfolio at the end of the semester. Conferences and videotaping are to be scheduled with the on-site Write for Texas writing coach during a four-week window from October 20 until November 14.

**Analysis of student work** (included in portfolio) – Central to this course will be the analysis of writing by students in your classes. For this assignment, you will select 5 students whose writing you will track over the course of the semester. At the beginning of the semester, you will collect one writing sample for each of the students, along with information on the assignment. You will also collect contextual information via a short (15-minute) informal interview with the student. Throughout the semester, you will collect three additional samples for each student. We will analyze these writing samples individually and collaboratively using rubrics produced by your district; your analysis of them will also become part of your digital portfolio. More information on the analysis of student writing will be provided in Blackboard.

**Digital portfolio** (35 points) – At the end of the semester you will submit a digital portfolio in Adobe Acrobat that represents a compilation of the work done throughout the semester.

The digital portfolio components include the following:

- (1) your writing autobiography;
- (2) your reading responses;
- (3) pair demonstration lesson handout and reflection;
- (4) samples of student profiles and writing with rubrics;
- (5) reflection/self-analysis of videotaped lesson;
- (6) final reflection on key learnings and your stance toward teaching writing.

More information on the digital portfolio will be provided in class and in Blackboard.

**Oral presentation** (5 points) - You will also be asked to give a 5-minute oral presentation on one key learning from the semester, taken from your final portfolio reflection. More information will be provided in class.

### **Grading:**

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

### **A Note on Research/Inquiry:**

The purpose of this course is to prepare master's level students to be effective teachers of writing. As part of this preparation, you will have the opportunity to engage in hands-on data collection and

analysis of student writing and of your own teaching. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of this course should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

**Attendance Policy:**

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

**Disability Policy:**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Academic Ethics:**

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Additional Resources:**

The following journals can assist you in your inquiry practicum project. These are just some examples. Most of them can be found electronically using the UTEP Library website:

*Journal of Adolescent and Adult Literacy*  
*The Reading Teacher*  
*Language Arts*  
*Anthropology & Education Quarterly*  
*International Journal of Bilingual Education and Bilingualism*  
*Bilingual Research Journal*  
*Reading Research Quarterly*  
*Linguistics & Education*

**Course Schedule:**

8/25-8/31	<b>Week 1 – Introduction to the course (UTEP)</b>
	Icebreaker & introductions Overview of the course
9/1-9/7	<b>Week 2 – Introduction to the on-site sessions (Online/on-campus)</b>
	<p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS – 9/2 – 4-5pm</li> <li>• Clint – TBA</li> </ul> <p><u>Readings for Week 2 (prior to writing group meeting):</u></p> <ul style="list-style-type: none"> <li>• Jiménez, Moving beyond the obvious</li> </ul> <p><u>Assignment:</u> Reflective response on Jiménez due on Blackboard by 8/31 at midnight; please bring hard copy to writing group</p>
9/8-9/14	<b>Week 3 – Who are we as writers? Who are our students as writers? (UTEP)</b>
	<p>Class session at UTEP</p> <p><u>Readings for Week 3 (prior to class):</u></p> <ul style="list-style-type: none"> <li>• Calkins, Chapters 1-2 (skim chapters 3-4)</li> <li>• Haneda &amp; Wells, Key pedagogic principles for helping ELLs succeed in school</li> </ul> <p><u>Assignment:</u> Reflective response on Calkins and Haneda &amp; Wells due on Blackboard by 9/7 at midnight; please bring hard copy to UTEP class on 9/8</p>
9/15 – 9/21	<b>Week 4 – Using reading and writing to support learning (Online/on-campus)</b>
	<p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS – 9/16 – 4-5pm</li> <li>• Clint – TBA</li> </ul> <p>**Conference with teachers re: pair demo lesson on 9/22**</p> <p><u>Readings and resources for Week 4 (prior to writing group meeting):</u></p> <ul style="list-style-type: none"> <li>• <a href="http://projectsharetexas.org/resource/write-texas-using-reading-and-writing-support-learning-standards-and-instruction">http://projectsharetexas.org/resource/write-texas-using-reading-and-writing-support-learning-standards-and-instruction</a></li> <li>• Graham &amp; Hebert, Writing to read (2010), pp. 1-29</li> </ul>

	<p><u>Assignment:</u>  Reflective response on Graham &amp; Hebert due on Blackboard by 9/15 at midnight; please bring hard copy to writing group</p>
<b>9/22-9/28</b>	<p><b>Week 5 - Digital writing and students' multiple literacies (UTEP)</b></p> <p>Class session at UTEP</p> <p><u>Readings for Week 5 (prior to class):</u></p> <ul style="list-style-type: none"> <li>• Yancey, Writing in the 21<sup>st</sup> century</li> <li>• Vasudevan, Adolescent multimodal literacies</li> </ul> <p><u>Assignment:</u>  Bring working draft of your writing autobiography to class on 9/22</p> <p><u>In-class:</u>  Writing workshop - writing autobiography</p> <p>Pair demonstration lesson on reading/writing connection:</p> <hr/> <hr/>
<b>9/29-10/5</b>	<p><b>Week 6 - Teaching expository writing (Online/on-campus)</b></p> <p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS - 9/30 - 4-5pm</li> <li>• Clint - TBA</li> </ul> <p>**Conference with teachers re: pair demo lesson on 10/6**</p> <p><u>Readings and resources for Week 6 (prior to writing group meeting):</u></p> <ul style="list-style-type: none"> <li>• <a href="http://projectsharetexas.org/resource/write-texas-teaching-expository-and-persuasive-texts-formal-writing-across-content-areas">http://projectsharetexas.org/resource/write-texas-teaching-expository-and-persuasive-texts-formal-writing-across-content-areas</a></li> <li>• Assaf, Ash, &amp; Saunders, Renewing two seminal literacy practices</li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Final draft of writing autobiography due on Blackboard by 9/29 at midnight</li> <li>• Bring student writing samples to writing group, as well as assignment details and rubric</li> </ul>
<b>10/6-</b>	<p><b>Week 7 - Writing in the context of cultural and linguistic diversity (UTEP)</b></p>

<b>10/12</b>	<p>Class session at UTEP</p> <p><u>Readings for Week 7 (prior to class):</u></p> <ul style="list-style-type: none"> <li>• Valdés, Incipient bilingualism in the secondary school</li> <li>• Jiménez, Smith, &amp; Teague, Transnational and community literacies</li> </ul> <p><u>Assignment:</u> Reflective response on Valdés and Jiménez et al. due on Blackboard by 10/5 at midnight; please bring hard copy to class</p> <p><u>In-class:</u> Pair demonstration lesson on expository writing:</p> <hr/> <hr/>
<b>10/13-10/19</b>	<p><b>Week 8 – Teaching persuasive writing (Online/on-campus)</b></p> <p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS – 10/14 – 4-5pm</li> <li>• Clint – TBA</li> </ul> <p><b>**Conference with teachers re: pair demo lesson on 10/20**</b></p> <p><u>Readings and resources for Week 8 (prior to writing group meeting)::</u></p> <ul style="list-style-type: none"> <li>• Felton &amp; Herko, Scaffolding adolescents’ persuasive writing</li> <li>• <a href="http://projectsharetexas.org/resource/write-texas-teaching-expository-and-persuasive-texts-formal-writing-across-content-areas">http://projectsharetexas.org/resource/write-texas-teaching-expository-and-persuasive-texts-formal-writing-across-content-areas</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Reflective response on Felton &amp; Herko due to Blackboard by 10/13 at midnight; please bring hard copy to writing group</li> <li>• Bring student writing samples to writing group, as well as assignment details and rubric</li> </ul>
<b>10/20-10/26</b>	<p><b>Week 9 – Teaching writing and academic language with ELLs (UTEP)</b></p> <p>Class session at UTEP</p> <p><u>Readings for Week 9 (prior to class):</u> Gibbons, Chapters 1, 3, 6</p>

	<p><u>Assignment:</u> Reflective response on Gibbons due on Blackboard by 10/19 at midnight; please bring hard copy to class</p> <p><u>In-class:</u> Pair demonstration lesson on persuasive writing:</p> <hr/> <hr/> <p><i>**Begin on-site videotaping of lessons</i></p>
<b>10/27-11/2</b>	<b>Week 10 – Teaching sentence skills in context (Online/on-campus)</b>
	<p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS – 10/28 – 4-5pm</li> <li>• Clint – TBA</li> </ul> <p><i>**Conference with teachers re: pair demo lesson on 11/3**</i></p> <p><u>Readings and resources for Week 10 (prior to writing group meeting):</u></p> <ul style="list-style-type: none"> <li>• Anderson, Chapters 1-4 + Sections 1-6</li> <li>• <a href="http://projectsharetexas.org/resource/teaching-written-conventions-context">http://projectsharetexas.org/resource/teaching-written-conventions-context</a></li> <li>• <a href="http://projectsharetexas.org/resource/teaching-capitalization-context">http://projectsharetexas.org/resource/teaching-capitalization-context</a></li> <li>• <a href="http://projectsharetexas.org/resource/teaching-simple-and-compound-sentences-context">http://projectsharetexas.org/resource/teaching-simple-and-compound-sentences-context</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Reflective response on Anderson due to Blackboard by 10/27 at midnight; please bring hard copy to writing group</li> <li>• Bring student writing samples to writing group, as well as assignment details and rubric</li> </ul> <p><i>**On-site videotaping of lessons</i></p>
<b>11/3-11/9</b>	<b>Week 11 – Working with struggling writers (UTEP)</b>
	<p>Class session at UTEP</p> <p><u>Readings for Week 11 (prior to class):</u> Michael &amp; Trezek, Universal design and multiple literacies</p> <p><u>Assignment:</u> Reflective response on Michael &amp; Trezek due on Blackboard by 11/2 at midnight;</p>

	<p>please bring hard copy to class</p> <p><u>In-class:</u>  Pair demonstration lesson on teaching grammar/sentence structure in context:</p> <hr/> <hr/> <p><i>**On-site videotaping of lessons</i></p>
<b>11/10-11/16</b>	<b>Week 12 - Teaching personal narrative and literary writing (Online/on-campus)</b>
	<p>Teacher writing group meetings on school campuses</p> <ul style="list-style-type: none"> <li>• Canutillo HS – 11/11 – 4-5pm</li> <li>• Clint – TBA</li> </ul> <p><i>**Conference with teachers re: pair demo lesson on 11/17**</i></p> <p><u>Readings and resources for Week 12 (prior to writing group meeting):</u></p> <ul style="list-style-type: none"> <li>• Calkins, Chapters 22, 24,25</li> <li>• <a href="http://projectsharetexas.org/resource/write-texas-teaching-elements-personal-narrative-texts">http://projectsharetexas.org/resource/write-texas-teaching-elements-personal-narrative-texts</a></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Reflective response on Calkins due to Blackboard by 11/9 at midnight; please bring hard copy to writing group</li> <li>• Bring student writing samples to writing group, as well as assignment details and rubric</li> </ul> <p><i>**On-site videotaping of lessons</i></p>
<b>11/17-11/23</b>	<b>Week 13 – Engaging in teacher research to improve practice (UTEP)</b>
	<p>Class session at UTEP</p> <p><u>Readings for Week 13 (prior to class):</u>  Dana &amp; Yendol-Hoppey, Chapters 1-2</p> <p><u>Assignment:</u>  Reflective response on Dana &amp; Yendol-Hoppey due on Blackboard by 11/16 at midnight; please bring hard copy to class</p> <p><u>In-class:</u>  Pair demonstration lesson on personal narrative/literary writing:</p>

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<b>11/24-11/30</b>	<b>Week 14 - Online Peer Review Workshop</b>
	<p>No face-to-face meetings this week</p> <p><u>Reading for Week 14:</u> Elbow, A map of writing in terms of audience and response</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>• Draft of final reflection for digital portfolio due to Blackboard writing group by 11/23 at midnight</li> <li>• Feedback on two writing group members' final reflection due by 11/30 at midnight</li> </ul>
<b>12/1-12/7</b>	<b>Week 15 - Wrapping up (UTEP)</b>
	<p>Class session at UTEP</p> <p><u>In-class:</u></p> <p>Oral presentations on one key learning (included as part of final reflection)</p> <p>End-of-semester celebration</p>
<b>12/8-12/12</b>	<b>Week 16 - Final Exams</b>
	<p><u>Assignment:</u> Digital portfolio due by 12/8 at midnight</p>