

**University of Texas at El Paso**  
**RED 5356 (CRN 18826)**  
**Teaching Writing with Diverse K-12 Learners**  
**Fall 2016**

Dr. Erika Mein	Mondays, 5:30-8:20pm (hybrid)
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**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; and Working with struggling writers. 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 bilingual 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) Design and implement highly engaging, standards- and research-based writing lessons with students related to different genres, including expository, persuasive, and literary analysis and personal narrative;

- (6) Analyze the writing practices of adolescents, especially the relationship between in-school and out-of-school writing;
- (7) Show an understanding of the role of assessment and feedback in writing development;
- (8) Analyze and reflect on their own and their colleagues' teaching of writing.

**Course Readings:**

Required books

Daniels, H., Zemelman, S., and Steineke, N. (2007). *Content area writing*. Heinemann. ISBN: 978-0325009728.

Olson, C.B., Scarcella, R.C., & Matuchniak, T. (2015). *Helping English Learners to write*. New York: Teachers College Press. ISBN: 978-0807756331.

Books can be purchased at the UTEP bookstore or through online vendors such as Amazon.com.

Select articles and chapters [can be found on Blackboard]

**Course Requirements:**

**Reflective reading responses (R3)** (24 points) – To facilitate understanding of and discussion about the reading, you will be asked to compose written responses tied to the required readings. The reading responses should be 750-1,000 words in length (3-4 pages double-spaced), and should do three main things: (1) summarize the main arguments of the readings; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) mentoring/coaching practice. You should also include any questions that you thought of while reading.

You will be expected to post your reflective reading responses to the class discussion board on Blackboard by the Sunday before class at midnight on the dates designated on the syllabus. There will be four reading responses throughout the semester based on the readings. You can earn up to 6 points for each reading response. You will receive feedback from on your written response and will have the opportunity to submit a revised draft for re-grading one week after feedback. Points will be deducted for late responses. A rubric can be found in the appendix.

**Discussion postings** (6 points) – As part of this course, you will be asked to create two online discussion postings in Blackboard related to the topics of the course. For the first posting, you will have the opportunity to introduce yourself to colleagues/peers in the course. For the second posting, you will be asked to informally review online teaching materials developed by the Texas Education Agency as part of the Write for Texas initiative, which is aimed at improving secondary writing instruction across the state. The goal of this

posting is to provide an opportunity for you to become familiar with those materials and to brainstorm ways that they could be used in your own setting, where relevant.

**Mini-Case Study** (20 points) – The purpose of a case study is to understand and illuminate key questions/concepts by examining one person, a small group of people, or one particular setting. For the purposes of this course, you will do an informal case study of an adolescent writer by selecting one focal student (grades 6-12). You will work with the student to explore and gain understanding of their experiences with writing, both of the academic and everyday nature.

You should plan to (not in this order, necessarily): (1) conduct an informal interview with the student about his/her experiences with writing (both in-school and out-of-school) and language(s); and (2) collect artifacts of the student's writing, which can be in the form of photograph (at least 3 samples, at least one of which should be academic, school-based). You may also include observations of the student engaging in writing. All of these comprise your data sources on the student; you should closely examine your data and develop findings about your students based on your interpretation of the evidence.

Your **case study report** should be 3-5 pages in length (double-spaced) and should provide background information about your student (age, grade, language(s) spoken, life circumstances, etc.) and summarize your findings from the interviews and written artifacts. Please do not use your student's real name in the report; you can use initials or a pseudonym. In addition to the written report, you will be asked to do a **short (5-minute) presentation** on your case study to the class. Please see due dates below.

**Pair demonstration lesson** (20 points) - You will have the opportunity to work with a partner to develop a 45-minute demonstration lesson in teaching writing. In alignment with the National Writing Project and the lesson requirements of your district, the research-based lesson should include your research framework (including theory/research that informs the lesson); modeling; guided practice; involvement of your peers. One week prior to your lesson demonstration, you should post to Blackboard a 2-page handout that includes a description of the following:

- Title
- Grade level & TEKS
- Research base for your lesson
- Write for Texas reference materials used, if relevant
- Texts used
- Objectives/learning outcomes
- Outline of activities
- Adaptations for ELLs and struggling writers
- Forms of assessing student learning (formal/informal)

After your lesson, you should prepare a 500-word reflection, which includes a summary of what transpired, what went well, and what you would have done differently.

**Video observation and reflection** (15 points) - During the second half of the semester, you should arrange to videotape a 10-15 minute segment of a literacy lesson in your own classroom or in your own setting. (Video consent forms will be provided at the beginning of the semester.) You should then use the video as a way to see yourself in action and reflect on what went well and what could have gone differently or better. You should write a video reflection (750-1,000 words), where you first *describe* what you saw: what was being said, done, etc., and then *reflect* on the lesson: what went well, what you liked, what you would do differently next time.

**Digital statement on your philosophy of teaching writing** (15 points) – The digital portfolio is an opportunity to communicate your philosophy of teaching writing in an electronic format of your choice. You should plan to explore different digital options, including iBook Author, Adobe Acrobat Pro, and/or Moviemaker/iMovie to develop your digital statement. The digital statement should include an explanation (visual and/or textual) of your own stance on the teaching of writing with diverse learners and can also include artifacts from the major assignments during the semester. **Please plan to present your digital statement on the teaching of writing to the class** during our final class session on December 5.

**Summary of Major Assignments and Due Dates:**

<u>Assignment</u>	<u>Learning Outcome</u>	<u>Due Date(s)</u>
Reflective reading responses	#1-7	R3#1 - September 8 R3#2 - October 9 R3#3 - October 30 R4#4 - November 20
Discussion postings	#1,2,5,6	Introduction – August 25 Write for Texas – Sept 11
Case study of adolescent writer	#1-4,6	Report – Sept 25 Presentation – Sept 26
Pair demonstration lesson	#1-5,7-8	Lesson - Oct 10, Nov 7 or Nov 21 Reflection – due one week after lesson
Video observation and reflection	#1-5,7-8	November 6
Digital statement on philosophy of teaching writing	#1-8	Statement – December 4 Presentation – December 5

**Course Schedule**

<b>8/22-8/28 ONLINE</b>	<b>Week 1 – Introductions and introduction to the National Writing Project (Online)</b>
	<p><b><u>Readings for Week 1:</u></b></p> <ul style="list-style-type: none"> <li>• Explore National Writing Project website at <a href="http://www.nwp.org">www.nwp.org</a></li> <li>• Lieberman &amp; Wood, Chapter 1</li> </ul>

	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Post short introduction to full-class discussion board in Blackboard by 8/25 at midnight</li> </ul>
<b>8/29-9/4 F-t-F</b>	<b>Week 2 – Who are we as writers? What is (academic) literacy? (UTEP class on 8/29)</b>
	<p><b><u>Readings for Week 2 (prior to class on 8/29):</u></b></p> <ul style="list-style-type: none"> <li>• Jiménez, Moving beyond the obvious</li> <li>• Gee, Decontextualized language</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Take notes on readings; Come to class prepared to discuss</li> <li>• In class: choose pair lesson demonstration date</li> <li>• Begin thinking about student for writing case study assignment</li> </ul>
<b>9/5-9/11 ONLINE</b>	<b>Week 3 – Using reading and writing to support learning (Online)</b>
	<p><b><u>Readings for Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• Graham &amp; Hebert, Writing to read (2010), pp. 1-29</li> </ul> <p><b><u>Web materials:</u></b></p> <ul style="list-style-type: none"> <li>• Review <a href="https://www.writefortexas.org/resources/using-reading-and-writing-to-support-learning">https://www.writefortexas.org/resources/using-reading-and-writing-to-support-learning</a></li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Post Reflective Reading Response #1 (R3 #1) on readings from Weeks 1-3 in Blackboard under “Assignments” by 9/8 at midnight</li> <li>• Write for Texas Discussion posting to Blackboard by 9/11 at midnight</li> </ul>
<b>9/12-9/18 F-t-F</b>	<b>Week 4 - Working with culturally and linguistically diverse writers (UTEP class on 9/12)</b>
	<p><b><u>Readings for Week 4 (prior to class on 9/12):</u></b></p> <ul style="list-style-type: none"> <li>• Moll, Key issues in teaching Latino students</li> <li>• Olson, Scarcella, &amp; Matuchniak, Chapter 1</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Take notes on readings; Come to class prepared to discuss</li> <li>• In-class: share briefly about case study student that you selected</li> </ul>
<b>9/19-9/25 ONLINE</b>	<b>Week 5 – Multiple and multimodal literacies; Adolescent literacies (Online)</b>
	<b><u>Readings for Week 5:</u></b>

	<ul style="list-style-type: none"> <li>• Yancey, Writing in the 21<sup>st</sup> century</li> <li>• Assaf &amp; Johnson, Engaging in purposeful real-world writing</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Take notes on readings</li> <li>• Case study report due to Assignments in Blackboard by 9/25 at midnight (present in class on 9/26)</li> </ul>
<b>9/26-10/2 F-t-F</b>	<b>Week 6 – Writing to learn across the content areas (UTEP class on 9/26)</b>
	<p><b><u>Readings for Week 6 (prior to class on 9/26):</u></b></p> <ul style="list-style-type: none"> <li>• Daniels, Zemelman, &amp; Steineke, Chapters 1-3</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Take notes on readings; Come to class prepared to discuss</li> <li>• In-class: Oral presentation on mini-case study report</li> </ul>
<b>10/3-10/9 ONLINE</b>	<b>Week 7 – Teaching writing and academic language with ELLs (Online)</b>
	<p><b><u>Readings for Week 7:</u></b></p> <ul style="list-style-type: none"> <li>• Olson, Scarcella, &amp; Matuchniak, Chapter 2</li> <li>• Gibbons, Engaging with academic literacy</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Post Reflective Reading Response #2 (R3 #2) on readings from Weeks 4-7 in Blackboard under “Assignments” by 10/9 at midnight</li> </ul>
<b>10/10-10/16 F-t-F</b>	<b>Week 8 – Teaching and assessing expository writing (UTEP class on 10/10)</b>
	<p><b><u>Readings for Week 8 (prior to class on 10/10):</u></b></p> <ul style="list-style-type: none"> <li>• Olson, Scarcella, &amp; Matuchniak, Chapter 4</li> </ul> <p><b><u>Web materials:</u></b></p> <ul style="list-style-type: none"> <li>• Review <a href="https://www.writefortexas.org/resources/teaching-expository-and-persuasive-texts">https://www.writefortexas.org/resources/teaching-expository-and-persuasive-texts</a></li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Pair demonstration lessons and peer feedback</li> </ul>
<b>10/17-10/23 ONLINE</b>	<b>Week 9 – Working with struggling writers (Online)</b>
	<p><b><u>Readings for Week 9:</u></b></p> <ul style="list-style-type: none"> <li>• Michael &amp; Trezek, Universal design and multiple literacies</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Begin on-site video observations</li> </ul>

<b>10/24-10/30</b> <b>F-t-F</b>	<b>Week 10 – Teaching sentence skills in context (UTEP class on 10/24)</b>
	<p><b><u>Readings for Week 10 (prior to class on 10/24):</u></b></p> <ul style="list-style-type: none"> <li>• Anderson, Intro and mentor texts</li> <li>• Revision stations reading</li> </ul> <p><b><u>Web Materials:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.writefortexas.org/resources/teaching-sentence-skills">https://www.writefortexas.org/resources/teaching-sentence-skills</a></li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Post Reflective Reading Response #3 (R3 #3) on readings from Weeks 8-10 in Blackboard under “Assignments” by 10/30 at midnight</li> <li>• Continue on-site video observations (as needed)</li> </ul>
<b>10/31-11/6</b> <b>ONLINE</b>	<b>Week 11 – Reflection on teaching through video observation</b>
	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Complete videotaping of lesson (if not already done)</li> <li>• Post video to Google Drive and reflection to Assignments in Blackboard by 11/6 at midnight</li> </ul>
<b>11/7-11/13</b> <b>F-t-F</b>	<b>Week 12 - Teaching and assessing persuasive writing (UTEP class on 11/7)</b>
	<p><b><u>Readings for Week 12:</u></b></p> <ul style="list-style-type: none"> <li>• Olson, Scarcella, &amp; Matuchniak, Chapter 5</li> <li>• Felton &amp; Herko, Scaffolding adolescents’ persuasive writing</li> </ul> <p><b><u>Web materials:</u></b></p> <ul style="list-style-type: none"> <li>• Review <a href="https://www.texasgateway.org/resource/writing-persuasive-essays">https://www.texasgateway.org/resource/writing-persuasive-essays</a></li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Pair demonstration lessons and peer feedback</li> </ul>
<b>11/14-11/20</b> <b>ONLINE</b>	<b>Week 13 – Teaching and assessing personal narrative and literary writing</b>
	<p><b><u>Readings for Week 13:</u></b></p> <ul style="list-style-type: none"> <li>• Calkins, Chapter 1</li> <li>• Olson, Scarcella, &amp; Matuchniak, Chapter 3</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Post Reflective Reading Response (R3#4) on readings from Weeks 11-13 in Blackboard under “Assignments” by 11/20 at midnight</li> </ul>

<b>11/21-11/27 F-t-F</b>	<b>Week 14 – Classroom interaction and academic language development (UTEP class on 11/21)</b>
	<p><b><u>Readings for Week 14:</u></b></p> <ul style="list-style-type: none"> <li>Gibbons, Classroom talk</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Pair demonstration lessons and peer feedback</li> </ul>
<b>11/28-12/4 ONLINE</b>	<b>Week 15 – Preparing digital portfolios on teaching writing</b>
	<b>Compose digital statement</b> (see instructions above)
<b>12/5-12/11 Final Exam Week</b>	<b>Week 16 – Wrapping up (UTEP class on 12/5)</b>
	<p>Digital statement on philosophy of teaching writing due to Google drive by 12/4 at midnight</p> <p>Oral presentations of digital philosophy statements in class on 12/5</p>

Rubrics will be provided for all major assignments.

\*\*Syllabus subject to change.