

University of Texas at El Paso
RED 5356 (CRN 29315)
Teaching Writing with Diverse K-12 Learners
Spring 2022 (7W1)

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Course dates: Jan 18-March 6
Location: Online (Blackboard)
Online office hours: Mon., 3-5pm
and by appt.

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 teaching writing with linguistically diverse students. The course is based on five key principles that are aligned with the Texas TEKS and Write for Texas framework:

- 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.

This fully-online course will provide opportunities for you to: reflect on your own history as a writer; analyze the purposes for teaching writing across grade levels and content areas; examine the role of mentor texts in supporting the teaching of writing; and interrogate the role of assessment and feedback in writing. The course will include a culminating Research-to-Practice Project, where you will have the opportunity to synthesize the literature on best practices in teaching writing at the elementary or secondary level, and provide recommendations for classroom teachers.

Student Learning Outcomes:

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

- 1) Identify and discuss effective strategies for teaching writing and the writing process in K-12 classrooms, with a particular focus on emergent bilingual students;
- 2) Explain the relationship between reading and writing in support of learning;
- 3) Examine the role of second language acquisition in developing academic literacy, especially writing;
- 4) Uncover and analyze the writing practices of adolescents, especially the relationship between in-school and out-of-school writing;
- 5) Interrogate role of assessment and feedback in writing development;
- 6) Analyze and reflect on their own and their colleagues' teaching of writing.

State Standards for Teaching of Writing

This course aligns with Texas standards for the teaching of writing, found in the TEKS, which are outlined here:

Texas Gateway Grades K-5: <https://www.texasgateway.org/resource/tslp-k-5-standards-based-instruction-sbi-4-writing-instruction>

Texas Gateway Grades 5-12: <https://texasgateway.org/resource/standards-and-instruction>

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:

Introductory PPT Slide (3 points) – For this assignment, you will create one PPT slide with words and images that describe you. You may want to include: descriptors about yourself (personally and professionally), your interests/hobbies, and things that you care most about. To frame your introduction, you should either include a 2-3 minute audio recording on the slide, or write 150-300 words in your discussion posting about your slide. The purpose of this assignment is to learn about one another and begin to build our classroom learning community.

Background Questionnaire (2 points) - Complete the following background questionnaire on mentoring/coaching. You can access the questionnaire in Blackboard under Week 1.

Reading Responses (30 points) – To facilitate understanding of and discussion about the readings, you will be asked to compose written responses tied to the required readings. The reading responses should be 500-750 words in length (2-3 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) teaching practice in the area of writing. You should also include any questions that you thought of while reading.

You will be expected to post your reading responses to Blackboard by the dates designated on the syllabus. There will be six reading responses throughout the semester based on the readings. You can earn up to 5 points for each reading response. Points will be deducted for responses submitted after the deadline. A rubric can be found in the appendix.

Autobiographical Sketch and Peer Responses (8 points) - The purpose of this informal autobiographical sketch is to reflect on your own language and literacy history and the ways in which your history and experiences with reading and (especially) writing influence you now as a teacher. In 400-500 words, write about your own pivotal experiences with writing and how they have shaped you as a writer and teacher of writing today. The sketch will be posted on the Discussion Board, and the audience will be your peers and professor. You should respond to the autobiographical sketches of at least two peers.

Discussion Postings (6 points) – As part of this course, you will be asked to create online discussion postings in Blackboard related to the topics of the course. These postings are more informal opportunities to engage with the course content and with one another, in contrast to the more formal reading responses. Instructions will be provided in Blackboard.

Adolescent Literacy Interview Report (5 points) – In order to learn about adolescent literacy practices – writing, specifically – and ways of getting to know students, you will be asked to conduct a brief interview with a (pre-)adolescent, ages 9-17, on their writing/digital literacy practices. You will then submit a short report of what you found in the interview. Please check Blackboard for interview questions and report template, and please check the course schedule for due date.

Research-to-Practice Project in the Teaching of Writing (40 points) - The culminating project for this course will be a research-to-practice project (RtPP), where you will synthesize the research literature on best practices in the teaching of writing and make recommendations for classroom practice. The project will be broken down into parts, and we will follow the writing process for the final (“published”) document. The audience for the report is teachers, campus-level administrators, and district-level administrators – all of whom seek to improve the writing outcomes of students in the district.

The **RtPP Report** will include these elements:

- Literature review final draft (15 points)
- Recommendations for practice final draft (5 points)
 - Reference list in APA style (7th ed)
- Annotated bibliography of 8-10 sources (5 points)
- Drafts/Peer Feedback as part of the writing process (15 points)

Final Reflection (5 points) – This assignment represents an opportunity to reflect on the writing process that you engaged in as part of this course, and how you think about yourself

as a teacher of writing. You should reflect on all of the major writing assignments for the class (Reading Responses, Autobiographical Sketch, Interview Report, and RtPP Report) and address the following questions: What were key takeaways (learnings) from these assignments about the teaching of writing? What went well, and what would you have done differently? What impacted you as a teacher (or future teacher) of writing? Explain. Your reflection should be 500-750 words.

Summary of Major Assignments and Alignment with Learning Outcomes

<u>Assignment</u>	<u>Learning Outcome</u>
Reading responses	#1-6
Discussion postings	#1-6
Autobiographical Sketch	#6
Final Reflection	#1-6
Adolescent Literacy Interview Report	#4
Research-to-Practice Project in the Teaching of Writing	#1-6

Netiquette:

As we know, sometimes communication online is distinct from face-to-face communication and presents its own set of challenges. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of others’ ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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).

Equal Educational Opportunity:

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Academic Integrity:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software:

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright of Course Materials:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

University Resources:

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Additional Course-Specific Resources:

Journals

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

Journal of Adolescent & Adult Literacy

The Reading Teacher

Language Arts

English Journal

Voices from the Middle

Research in the Teaching of English

Reading Research Quarterly

International Journal of Bilingual Education & Bilingualism

Bilingual Research Journal

Journal of Bilingual Education Research and Instruction

Professional Organizations

The following professional organizations can also serve as a valuable resource:

International Literacy Association – <https://www.literacyworldwide.org/>

National Council for Teachers of English – <http://www.ncte.org/>

Texas Association for Bilingual Education – <http://www.tabe.org/>

National Association for Bilingual Education – <http://www.nabe.org/>

Online Course Schedule

Date & Topic	Topics/Readings/Videos	Assignments
<p>Week 1: 1/18-1/23</p>	<p>Why is writing important? Why is the teaching of writing important?</p> <p><u>Readings/Videos:</u></p> <ul style="list-style-type: none"> • Routman, <i>Writing Essentials</i> • Gallagher, Moving writing to the front burner • Video: Author talk (Gallagher), <i>Write Like This</i> 	<p>Wednesday:</p> <ul style="list-style-type: none"> • Post introductory questionnaire to OneDrive/Blackboard by 1/19 at midnight <p>Thursday:</p> <ul style="list-style-type: none"> • Post PPT slide introducing yourself by 1/20 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Close reading of the syllabus • Post Reading Response #1 to Blackboard by 1/23 at midnight
<p>Week 2: 1/24-1/30</p>	<p>The Writing Process and the Reading-Writing Connection</p> <p><u>Readings/Videos:</u></p> <ul style="list-style-type: none"> • Graham & Hebert, Writing to read • Daniels et al [textbook], Chapters 1-2 • Video on writing-to-learn <p><u>Work-in-progress</u></p> <ul style="list-style-type: none"> • Set up and conduct your adolescent literacy interview • Start using the library databases to search for scholarly sources for your annotated bibliography 	<p>Tuesday:</p> <ul style="list-style-type: none"> • Post autobiographical sketch about you as a writer by 1/25 at midnight <p>Thursday:</p> <ul style="list-style-type: none"> • Respond to the autobiographical sketches of at least two peers by 1/27 at midnight • Discussion posting on WTL by 1/27 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Post Reading Response #2 to Blackboard by 1/30 at midnight
<p>Week 3: 1/31-2/6</p>	<p>Creating an Optimal Learning Environment for Writing; Building a Community of Writers</p> <p><u>Readings/Videos:</u></p> <ul style="list-style-type: none"> • Yancey, Writing in the 21st century • Olson et al [textbook], Chapters 1-2 • Videos on Writing Process and Writer’s Workshop <p><u>Work-in-progress</u></p> <ul style="list-style-type: none"> • Work on your annotated bibliography (see Week 4 for instructions) 	<p>Tuesday:</p> <ul style="list-style-type: none"> • Discussion posting on the writing process by 2/1 at midnight • Make sure to have conducted your adolescent literacy interview by now <p>Thursday:</p> <ul style="list-style-type: none"> • Post your Adolescent Literacy Research Report by 2/3 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Post Reading Response #3 to Blackboard by 2/6 at midnight

<p>Week 4: 2/7-2/13</p>	<p>Using Mentor Texts to Teach Writing</p> <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Culham, The power of mentor texts • Daniels et al [textbook], Chapters 3-4 • Casbergue and Plauché, Emergent Writing • Mentor Text Videos <p><u>Work-in-progress</u> Work on developing a complete draft of your literature review</p>	<p>Tuesday:</p> <ul style="list-style-type: none"> • Discussion posting on mentor texts by 2/8 at midnight <p>Thursday:</p> <ul style="list-style-type: none"> • Post your RtPP Annotated Bibliography by 2/10 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Post Reading Response #4 to Blackboard by 2/13 at midnight
<p>Week 5: 2/14-2/20</p>	<p>Explicit Attention to Academic Language and to Writing at the Sentence Level</p> <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Hochman and Wexler, Sentences • Anderson, Mentor sentences • Olson et al [textbook], Chapter 3 • Academic language videos <p><u>Work-in-progress</u> Work on developing a complete draft of the recommendations section of your RtPP report</p>	<p>Tuesday:</p> <ul style="list-style-type: none"> • Submit well-developed Draft of your RtPP Literature Review by 2/15 at midnight <p>Thursday:</p> <ul style="list-style-type: none"> • Post Reading Response #5 to Blackboard by 2/17 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Submit feedback on two peers' RtPP lit review drafts by 2/20 at midnight
<p>Week 6: 2/21-2/27</p>	<p>Writing Assessment and Feedback</p> <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Graham, Hebert, & Harris, Informing Writing, pp. 1-29 • Olson et al [textbook], Chapters 4-5 • Assessment and feedback videos <p><u>Work-in-progress</u> Revise your lit review and recommendations sections based on feedback from your peers and instructor</p>	<p>Tuesday:</p> <ul style="list-style-type: none"> • Submit well-developed draft of your RtPP Recommendations by 2/22 at midnight <p>Thursday:</p> <ul style="list-style-type: none"> • Post Reading Response #6 to Blackboard by 2/24 at midnight <p>Sunday:</p> <ul style="list-style-type: none"> • Submit feedback on two peers' RtPP Recommendations drafts by 2/27 at midnight • Self-assessment on complete RtPP draft using rubric due by 2/27 at midnight
<p>Week 7: 2/28-3/6</p>	<p>Research-Based Approaches to Teaching Writing across the Grade Levels</p>	<p>Tuesday:</p> <ul style="list-style-type: none"> • Submit final draft of RtPP Report to by 3/1 at midnight

		<p>Thursday:</p> <ul style="list-style-type: none"> • Submit final reflection by 3/3 at midnight
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**Syllabus subject to change.

Appendix A: Rubrics

Reflective Reading Response (500-750 words) (5 possible points each)

Criteria	Possible points	Points earned
Clear, coherent, and well-organized	1	
Clearly and accurately identifies and explains the key points of the readings	2	
Makes thoughtful connections across the readings and provides details and examples	1	
Makes thoughtful connections to life experience and present/future teaching practice	1	
Total	5	

Adolescent Interview Report

Criteria	Possible points	Points earned
Complete responses provided to all questions	3	
Reflection included as part of the report	2	
Total	5	

Research-to-Practice Project

See Blackboard for details on rubric.