

READ 7140
Methods of Teaching Writing
3 Semester Hours

College of Education and Human Services
Valdosta State University
Department of Middle Grades, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

INSTRUCTOR

Name: Instructor: JT Cox, Ph.D. Day: TBA/Online Room: TBA/Online

Office Location: 1115

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Office Hours: M/W (12 pm-2pm; 3:30pm-5pm), T (12pm-3pm), and by appointment.

COURSE DESCRIPTION

Designed to acquire methods of instructing students to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process, addressing the issues of form, function, and audience; employing writing as a tool to integrate curriculum; using technology appropriately to enhance writing; and assessing through multiple approaches.

COURSE OBJECTIVES (CO):

Reading specialist/literacy coach candidates will:

CO 1. Select, demonstrate, and explain the rationale for instructional grouping options (individual, small-group, whole-group) during all writing process stages. (InTASC S1, 2, 3; O-DL_{2.1})

CO 2. Plan instructional methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. (InTASC S4, 5; O-DL_{2.1})

CO 3. Plan instruction to teach students prewriting/planning strategies most appropriate for various modes of writing (i.e., narrative, correspondence, poetic, expository, and persuasive). (InTASC S4, 5, 8; O-CPL_{1.1})

CO 4. Plan instruction to teach students to draft, revise, and edit their writing as appropriate for various modes (i.e., narrative, poetic, expository, and persuasive). (InTASC S4, 5, 7, 8; O-CPL_{2.1})

CO 5. Plan instruction to teach students at differing stages of development and from differing cultural and linguistic backgrounds the conventions of Standard English needed to edit their compositions. (InTASC S4, 5, 7, 8; O-CPL_{2.1})

CO 6. Administer, interpret, recommend, and train others to use information from writing assessments (i.e., inventories, portfolio-based assessments, student self-evaluations, observations, anecdotal records, journals) to determine proficiencies and difficulties, and to inform instruction in writing. (InTASC S6, 10; O-AL_{1.3})

CO 7. Describe ways to use students' interests, reading abilities, and backgrounds as foundations for the writing program.). (InTASC S2)

CO 8. Describe ways to model and discuss writing as a valuable, lifelong activity.). (InTASC S8)

Alignment of Course Objectives, Assignments, IRA Standards and CI Themes

<p align="center">Course Objective</p> <p><i>Upon completion of the course, each student is expected to have attained the following knowledge and skills:</i></p>	<p align="center">Assignments</p>	<p align="center">InTASC</p>	<p align="center">IRA Standards</p>	<p align="center">Themes</p>
<p>Select, demonstrate, and explain the rationale for instructional grouping options (individual, small-group, whole-group) during all writing process stages.</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions Article Response Paper</p>	<p>1, 2, 3</p>	<p>5.4</p>	<p>O-DL_{2.1}</p>
<p>Plan instructional methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions</p>	<p>4, 5</p>	<p>2.2</p>	<p>O-DL_{2.1}</p>
<p>Plan instruction to teach students prewriting/planning strategies most appropriate for various modes of writing (i.e., narrative, correspondence, poetic, expository, and persuasive</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions</p>	<p>4, 5, 7, 8</p>	<p>2.2</p>	<p>O-CPL_{1.1}</p>
<p>Plan instruction to teach students to draft, revise, and edit their writing as appropriate for various modes (i.e., narrative, poetic, expository, and persuasive). (CFS I, V; IRA 2.2)</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions</p>	<p>4, 5, 7, 8</p>	<p>2.2</p>	<p>O-CPL_{2.1}</p>
<p>Plan instruction to teach students at differing stages of development and from differing cultural and linguistic backgrounds the conventions of Standard English needed to edit their compositions.</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions</p>	<p>4, 5, 7, 8</p>	<p>2.2</p>	<p>O-DL_{2.1}</p>
<p>Administer, interpret, recommend, and train others to use information from writing assessments (i.e., inventories, portfolio-based assessments, student self-</p>	<p>Interdisciplinary writing unit and PowerPoint presentation Discussions</p>	<p>6, 10</p>	<p>3.1</p>	<p>O-AL_{1.3}</p>

evaluations, observations, anecdotal records, journals) to determine proficiencies and difficulties, and to inform instruction in writing.				
Describe ways to use students' interests, reading abilities, and backgrounds as foundations for the writing program	Interdisciplinary writing unit and PowerPoint presentation Discussions	2	4.1	
Describe ways to model and discuss writing as a valuable, lifelong activity.	Teach a professional development seminar on writing/evaluation	8	5.2 6.1	

COURSE EVALUATION AND GRADING SCALE

Separate handouts will be provided with specific guidelines for each writing assignment and presentation.

1. Interdisciplinary writing unit and PowerPoint presentation 40%
2. Teach a professional development seminar on writing/evaluation-20%
3. Discussion forums—20%
4. Article response papers-10%
5. Drafts and peer feedback-10%

Late assignments will receive a one letter grade deduction per week after the due date. After two weeks, late papers will not be accepted.

EXPECTATIONS AND ATTENDANCE POLICY:

- Students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Handbook.(Valdosta State University Graduate Catalog)
- All students participating in the summer on-site graduate programs are required to attend all classes to pass the course.(Policy of the Executive Committee of the College of Education, May 2003)
- After three absences, you will not be able to pass the class.

VSU ACADEMIC HONESTY POLICY AND PROCEDURES:

Academic honesty is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic

integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own good work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

POLICY STATEMENT ON PLAGIARISM AND CHEATING DEWAR COE:

The consequences for acts of academic dishonesty in the Dewar COE are:

FIRST OFFENSE:

1. The faculty member will administer an academic response.
2. The faculty member will complete a College of Education Level Two Concern form.
3. The faculty member will complete a VSU Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response.
2. The faculty member will complete a Level Two Dewar COE Concern form. According to the Dewar COE Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a VSU Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty had been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

SOI Survey

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until

after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Students MUST purchase Live Text for this course if they have not already done so. Also, students must have taken 2999 or be dually enrolled in 2999 to be eligible for this course. If a student has not purchased Live Text by midterm, they will be dropped from the course. A student who does not submit Live Text documents will not be eligible to pass the course.

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are listed below: <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
 - a. Select **Manage Pages**.
 - b. Click on the box next to **Title** to select all pages.
 - c. Click on the box next to the current artifact page to unselect it.
 - d. Select **Hide Pages: Save and Finish**.
 - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

Final Grading Scale

Letter Grade	Percent
A	93-100%
B	85-93%
C	75-84%
D	65-74%
F	64% and below

Remember, a C or above is needed for graduate credit and/or to be recommended for the Reading Endorsement.