Course Description
Writing: a skill developed both in and out of school, one that reflects our thinking, one that often mirrors our reading abilities, one that comes with increasing ease to people who practice. But how did we begin to write? Early in our education, someone showed us how to hold a pencil, where to place a period, ways to form paragraphs, and methods of building arguments. We learned that literary devices can enhance our writing, and we began to employ advanced writing processes. In many ways, over extended time and through varied practice, we became the writers we are today.

As you prepare to become a teacher or seek to improve your teaching practice, ask yourself who your students are or will be: does the love of writing inspire them daily? Do they know how to control and therefore improve their own writing skill? Do they write to learn or write just to complete an assignment in the grade book?

Now, who are you – or who do you want to be – as a writing instructor? Do you prioritize prewriting, drafting or editing, or do you treat them equally? Are you adept at providing feedback for improvement, and even if you are, what other strategies would you like to learn? How do you use technology in writing instruction? Have you learned or employed effective techniques for peer review, and are you familiar with the concept of mentor texts? All of these questions and more will be useful to consider as we progress through the course.

In this class, I hope to help you respond to these ideas and further hone your own thoughts about your students and yourselves. We will investigate some basics of writing instruction, including planning for effective instruction, designing prompts and feedback systems, and assessment of writing. We’ll also look at more advanced topics such as coaching writing, writing with mentor texts, and alternatives to rubrics.

Course Objectives
To provide beginning and in-service teachers with knowledge and experience with curriculum design:

- various ways in which the language curriculum may be structured
- instructional resources to help students learn
- advanced strategies for using mentor texts and coaching protocols
- design, implement, and evaluate writing lessons and strategies that reflect current research in literacy and learning theory
- experience different ways to organize students for effective whole-class, small group, and individual work
- explore a variety of effective instructional strategies and materials appropriate to diverse cultural groups
• design and use writing instruction to promote and assess students' thinking, learning, and communication skills
• interpret assessments of students' writing for students, parents, and other educators

To advance or develop in teachers the professional behaviors and dispositions that
• all students can learn and are worthy of a teacher’s attention and assistance
• all learners and languages/dialects have value and worth
• teachers need to take informed stands on professional issues
• teachers need to create communities of learners and encourage all students to become literate, creative, and responsible individuals
• teachers need to model the value of writing as a way to learn and develop personally as well as a way to communicate with others

**Course Topics**

• writing processes
• designing effective writing assignments
• responding to students and their writing interests and proficiencies
• planning, organizing, conducting, and reflecting on writing workshops
• peer response and collaborative editing groups for writing
• teacher and student conferences on writing
• formative and summative writing assessments (NAEP, Smarter Balanced Assessment Consortium)
• criteria and holistic/analytic rubrics for assessing/evaluating writing
• technology, media, and writing instruction
• goals of school-wide writing programs (writing across the curriculum)
• relationship between writing and reading and the other language arts
• research in the teaching of writing across the curriculum
• state and national standards for writing and language (Montana Common Core Standards)

**Required Texts**


Further texts will also be provided in the course shell.
Course Assignments

Discussion Board Participation
The discussion boards are where our interaction will take place. Each week you’ll post at least two original discussion responses by 11:59 pm Thursday and respond to at least two of your classmates by 11:59 pm Sunday. The discussion prompts will be provided for you. It is essential that you complete the readings before attempting the discussion board. Make sure you read everyone’s responses and avoid responding to the same people every week. Please see the Grammar Policy and Late Work Policy below.

Research Paper #1
This research paper is focused on the inspiration of writing. Topics could include prewriting strategies, classroom discussion-as-prewriting, designing engaging prompts, creating writing spaces and times, and varied writing forms such as essays, blogs, and journals. Due by 11:59 pm Sunday, Feb. 21

Research Paper #2
This research paper is focused on the instruction of writing. Topics could include methods of drafting, use of mentor texts, coaching, modeling, and use of technology such as google docs or source manager (Word). Due by 11:59 pm Sunday, March 6

Research Paper #3
This research paper is focused on the feedback for and assessment of writing. Topics could include peer review, rubrics, assessment without rubrics, learning logs, metacognition/reflection, portfolios, and timed writes on standardized assessments. Due by 11:59 pm Sunday, March 20

Lesson Plan
This single lesson plan will incorporate some aspect of writing instruction that you wish to develop. Those taking this course as a substitute for 440 will be required to design a writing prompt in this lesson. Due by 11:59 pm Sunday, April 3

Unit Plan
The unit plan for this course will consist of four related lesson plans incorporating aspects of this course. The unit plan assignment and assessment rubric will be shared after the course begins. Due by 11:59 pm Sunday, May 1

Analysis Essay – Graduate Credit Only
Graduate students will select two recent (published within 5 years) articles or chapters outside our regular reading selections that present different perspectives on some feature of writing instruction, such as prewriting, revising strategies, rubrics, peer review, and so on. In this essay you will analyze the perspectives and determine the merits of each. Due by 11:59 pm Sunday, May 8
**Evaluation – Undergraduate**

*Discussion Boards:* 15 wks x 10 pts per week = 150 pts  
*Research Paper #1:* 50 points  
*Research Paper #1:* 50 points  
*Research Paper #1:* 50 points  
*Lesson Plan:* 100 points  
*Unit Plan:* 250 points

**Evaluation – Graduate**

*Discussion Boards:* 15 wks x 10 pts per week = 150 pts  
*Research Paper #1:* 50 points  
*Research Paper #1:* 50 points  
*Research Paper #1:* 50 points  
*Lesson Plan:* 100 points  
*Unit Plan:* 250 points  
*Graduate Analysis Essay:* 50 points

### Grading

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<th>Points (Grad Credit)</th>
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**Late Work Policy**

Late work will be assessed a 10% deduction per day it is late (including weekends). After 4 days (including weekends), late work will not be accepted. Please contact the instructor in advance of any planned times offline to discuss accommodations.

**Grammar Policy**

All formal work in this class has a grammar/spelling component built into the evaluation. As current or future English Language Arts teachers, you are held to a higher grammatical standard. I will point out persistent problems in your written work as I see them. Try to see this as a method of strengthening yourself as a teacher.

**Academic Policy**

Academic honesty is expected. Students should complete their own work. Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor. References should be cited in discussion posts and any other written work submitted, using APA or MLA format. Please see the section on Academic Conduct from the University of Montana Student Conduct Code.
Schedule of Topics and Activities

Week One: Introduction                     January 25
Week Two: Writing process                  February 1
Week Three: Writing prompts                February 8

Week Four: Instruction & modeling          February 15
Research Paper #1 due by 11:59 pm Sunday, Feb. 21

Week Five: Drafting – coaching             February 22

Week Six: Drafting                         February 29
Research Paper #2 due by 11:59 pm Sunday, Mar. 6

Week Seven: Feedback                       March 7

Week Eight: Rubrics & other forms of assessment March 14
Research Paper #3 due by 11:59 pm Sunday, March 20

Week Nine: Mentor texts                    March 21
Read Writing with Mentors chapters 1-3 by Thursday, March 24

Week Ten: Mentor texts                     March 28
Lesson Plan due by 11:59 pm Sunday April 3

SPRING BREAK – April 4-8

Week Eleven: Mentor texts                  April 11
Read Writing with Mentors chapters 4-6 by Thursday, April 14

Week Twelve: Mentor texts                  April 18
Read Writing with Mentors chapters 7-9 by Thursday, April 21

Week Thirteen: Portfolios                  April 25
Unit Plan due by 11:59 pm Sunday, May 1

Week Fourteen: Technology                  May 2
Grad Analysis Paper due by 11:59 pm Sunday, May 8

Week Fifteen: Reflection                   May 9