ENT 440 TEACHING WRITING (Fall 2018)

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Office hours: W & TH 3-5 pm  
and by appointment

COURSE PURPOSE

This course is designed for individuals who are interested in the teaching of writing, grades 5-12. The purpose of the course is to provide beginning teachers of English language arts with knowledge, pedagogy, and attitudes about composing processes. The course is based upon the current research, professional association guidelines (NCTE/IRA), state and national standards (CCSS and MT State Standards), and best practices in the teaching of writing. This course prepares teachers to design, implement, and evaluate methods of writing instruction. The course also examines the relationships among writing instruction, curriculum, standards, and assessment. Through writing workshops, small group/large group discussions, and mini-teaching presentations, the course creates a community of writers who reflect upon their own and their students’ language, literacy, and learning.

This course embodies the UM College of Education’s Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course also embodies the UM College of Education’s Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

COURSE OBJECTIVES

To provide beginning teachers with the knowledge of written composition, including an understanding of and practice in

- the composing processes
- the different forms of written discourse for different text types/purposes and different audiences
- the effects of written language (including different levels of usage and dialects) upon purpose, audience, and comprehension
- the identification and assessment of the developmental abilities of writers
- the role of grammar in improving writing instruction
- the teaching of writing in different genres, formats, and interdisciplinary projects
- the direct and indirect assessments and formative/summative assessments of writing

To provide beginning teachers with opportunities to

- 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 and individual learning styles
• design and use writing to promote and assess students’ thinking, learning, and communication skills
• interpret assessments of students' writing to students, parents, and educators

To develop in beginning teachers the professional behaviors and dispositions that
• all students can learn and are worthy of a teacher’s attention and assistance
• all learners and their 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, respectful, 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
• role of grammar in writing instruction
• goals of school-wide writing program (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 State Standards)

LEARNING OUTCOMES

• Teacher candidates will value learning in the discipline, best practices, current research, and
professionalism to inform teaching writing at the middle and high school levels.
• Teacher candidates will know how to plan and manage writing instruction for students,
create/select/use appropriate resources for teaching writing, and make effective instructional
decisions based on formative and summative writing assessments.
• Teacher candidates will know multiple strategies for teaching and assessing their students’ literacy
and writing proficiency.
• Teacher candidates will value the principles of learning communities (integration of ideas,
cooperative endeavors, and respect for individual worth).
• Teacher candidates will demonstrate professional behaviors and dispositions (diversity, equity,
fairness, and personal integrity).
REQUIREMENTS AND ASSIGNMENTS

1) Regular class attendance. If you must be absent, please inform the instructor. Also, contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.

2) Completion of daily assignments and participation in the workshops, including partnership/small group work, peer response and editing groups, large class discussion, and teaching presentations.

3) Completion of all major assignments, including
   a) designing writing assignments
   b) reviewing research and recommended methods in teaching writing
   c) planning, writing, teaching, and reflecting on lesson plans for teaching writing
   d) providing feedback/assessing students’ writing proficiencies based on criteria and rubrics
   e) writing a final course synthesis/reflection paper

4) GRADUATE STUDENTS: Students enrolled for graduate credit must read an additional book or 10 articles on the teaching of writing, write a paper, and present this information to class. Graduate students may also choose to complete a project on a topic related to this course, such as attending sessions on writing instruction at the MEA-MFT/MATELA conference. Consult with the instructor about the paper/project and the presentation to class.

5) Professional membership

6) Required: Student membership in National Council of Teachers of English (NCTE) www.ncte.org
7) Recommended: Student membership in Montana Association of Teachers of English Language Arts (MATELA) www.matelamt.com

8) Course evaluation. On the final day of class, you will complete the IAS evaluation form and an open-ended written evaluation of the course and instructor.

CRITERIA FOR FINAL GRADE

- Designing writing assignments (written) 10%
- Book review of research & recommended methods 10%
- Project: Lesson Plans on Teaching Writing (written) 20%
- Teaching a writing lesson & written reflection on project 20%
- Responding to/Assessing student writing OR
  o Writing Coaches of Missoula 10%
- Attendance, participation, homework 10%
- Final Course Synthesis/Reflection Paper 20%

- Graduate students are required to complete a graduate project.
COURSE GRADING SCALE

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% - 93%</td>
<td>A</td>
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<tr>
<td>92% - 90%</td>
<td>A-</td>
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<tr>
<td>89% - 87%</td>
<td>B+</td>
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<tr>
<td>86% - 83%</td>
<td>B</td>
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<tr>
<td>82% - 80%</td>
<td>B-</td>
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<td>79% - 77%</td>
<td>C+</td>
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<td>69% - 60%</td>
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<td>59% - 0</td>
<td>F</td>
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COURSE POLICIES

1) Regular attendance and full, respectful, professional participation is expected. Absences and lack of participation will affect the final grade.

2) Academic Policy – Academic honesty is expected. Students should complete their own work. Students should not turn in parts of other scholars’ publications. References should be cited in APA or MLA format for all written work submitted for this class. Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor. Please see the section on Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)

3) You must elect to take this course for a traditional letter grade.

4) Late assignments may be penalized.

5) A grade of “Incomplete” may be assigned at the instructor’s discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled “Incomplete Grade Policy” in the University of Montana Catalog for more information - [Academic Policies and Procedures](#)

6) Students with disabilities may obtain support for classes through Disability Services in the Lommasson Center 154. Please consult with me at the start of class if you have accommodations for your classes. I want to ensure all students receive the necessary support to be successful in this course.

7) Please note this semester’s calendar for fee payment and drop/add deadlines, as well as other important dates.
REQUIRED CORE COURSE TEXTS

- 6+1 TRAITS OF WRITING: THE COMPLETE GUIDE FOR GRADES 3 AND UP by Ruth Culham (Scholastic, 2003)
- IS IT DONE YET? TEACHING ADOLESCENTS THE ART OF REVISION by Barry Gilmore (Heinemann, 2007)

These 5 eBooks are free at https://www.sadlier.com/school/resources/teaching-grammar-ebooks

- TEACHING WRITING IM THE CONTEXT OF COMMON CORE by Beverly Ann Chin (Sadlier eBook, 2014)
- EFFECTIVE STRATEGIES FOR ENGAGING MIDDLE/HIGH SCHOOL STUDENTS IN WRITING AND GRAMMAR INSTRUCTION by Beverly Ann Chin (Sadlier eBook, 2015)
- TEACHING MEANINGFUL REVISION: DEVELOPING AND DEEPENING STUDENTS’ WRITING by Beverly Ann Chin (Sadlier eBook, 2014)
- BEST PRACTICES FOR TEACHING GRAMMAR AND WRITING AT THE ELEMENTARY GRADES by Beverly Ann Chin (Sadlier eBook, 2014)
- THE ROLE OF GRAMMAR IN IMPROVING STUDENTS’ WRITING by Beverly Ann Chin (Sadlier eBook, 2015)

CHOICE TEXTS (Select one of these two texts)

- TEACHING ADOLESCENT WRITERS by Kelly Gallagher (Stenhouse, 2006)
  OR
- TEACHING MIDDLE SCHOOL WRITERS by Laura Robb (Heinemann, 2010)

OTHER IMPORTANT RESOURCES

MONTANA STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

THE NATION’S REPORT CARD—WRITING 2011 (Beverly Ann Chin, Senior Project Director)