



Department of Curriculum & Instruction

FALL 2024

EDEL 4160: Curriculum and Teaching of Writing/Language Arts
(3 units)

Instructor:

Email:

Office:

Class Day/Time:

Class Location:

Student Hours:

Zoom Link:

Communication

- The best way to reach me is **email via Canvas Inbox**. I will return all emails within 24-48 business hours; I kindly ask the same of you when responding to emails from me.
- Feel free to post questions about the course in our **Canvas "Community FAQ" discussion**. You may also answer any questions posted by peers here.

Catalog Description

This course focuses on the analysis, application, and evaluation of teaching writing and related language arts in various milieu, emphasizing skills and strategies addressing spelling, grammar, handwriting, linguistics, oral language, and listening. This course includes laboratory experiences in a field setting.

Required Texts

- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Heinemann. (Click to access free online through Cal State LA Library)
- [California Common Core State Standards \(CCSS\)](#)
- [California English Language Development \(ELD\) Standards](#)
- [English Language Arts/English Language Development Framework \(ELA/ELD\)](#)
- [California Dyslexia Guidelines](#)
- Additional required readings/videos/modules provided in Canvas.

Recommended Text

- Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann. (eBook version also available)

Additional Course Resources Provided in Canvas

- K-8 Teacher of Writing Toolkit (Padlet)
- Mentor Texts to Teach K-8 Writing (Padlet)
- Fieldwork Videos of Writing Instruction (Padlet)

Technology Resources

- [ITS Resources for Students](#)
- [ITS Helpdesk Information](#)
- [Canvas Guides for Students](#)

Campus Academic/Student Services Support Offices and Resources

- [Center for Academic Success](#) (Tutoring & Writing Center)
- [Office of Students with Disabilities](#) (OSD)
- [University Library](#)
- [Student Advising Services](#)
- [Dean of Students Office](#)
- [Counseling and Psychological Services](#) (CAPS)
- [Student Health Services](#)

Professional Statements

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education (COE) have adopted the organizing theme of “Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century” for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323) 343-3140.

Other student supports on the Cal State LA campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers’ Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323-343-3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The COE faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, CSLA General Catalog). Academic honesty is expected of all students in the COE, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

Please read relevant sections of the APA manual regarding plagiarism & academic scholarship

D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- a. Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- b. Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- c. **Use a Cal State LA email account for all course and university-related communication.**
- d. Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- e. Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an intro technology course or ITS workshop upon enrollment in the COE.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations addressed in this course are noted in **blue**.

Engaging and	1. Apply knowledge of students...
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Supporting Students in Learning	<ol style="list-style-type: none"> 2. Maintain ongoing communication with students and families... 3. Connect subject matter to real-life contexts and provide active learning experiences to engage students... 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum... 5. Promote students' critical and creative thinking and analysis... 6. Provide a supportive learning environment for students' first and/or second language acquisition... 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts... 8. Monitor student learning and adjust instruction...
Creating and Maintaining Effective Environments for Student Learning	<ol style="list-style-type: none"> 1. Promote students' social-emotional growth, development... 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning... 3. Establish, maintain, and monitor inclusive learning environments... 4. Know how to access resources to support students... 5. Maintain high expectations for learning with appropriate support... 6. Establish and maintain clear expectations for positive classroom behavior...
Understanding and Organizing Subject Matter for Student Learning	<ol style="list-style-type: none"> 1. Demonstrate knowledge of subject matter... 2. Use knowledge about students and learning goals to organize the... 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy... 4. Individually and through consultation and collaboration..., plan for effective subject matter instruction... 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning... 6. Use and adapt resources, standards-aligned instructional materials... 7. Model and develop digital literacy by using technology to engage students and support their learning... 8. Demonstrate knowledge of effective teaching strategies with technology standards...
Planning Instruction and Designing Learning Experiences for Students	<ol style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals... 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. Plan instruction that promotes a range of communication strategies and activity modes... 8. Use digital tools and learning technologies across learning environments...
Assessing Student Learning	<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments... 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals... 6. Work with specialists to interpret assessment results from formative and summative assessments...

	<ol style="list-style-type: none"> 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
Developing as a Professional Educator	<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. Recognize own values and implicit and explicit biases... 3. Establish professional learning goals and make progress to improve practice.... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 5. Demonstrate professional responsibility for all aspects of student learning and classroom management... 6. Understand and enact professional roles & responsibilities as mandated reporters... 7. Critically analyze how the context, structure, and history of public education in California affects and influences...
Effective Literacy Instruction for All Students	<ol style="list-style-type: none"> 1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and their integration. 2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy. 3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. 4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. 5. Foundational Skills. Develop students' skills in: <ol style="list-style-type: none"> a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit g. connected, decodable text h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. 6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. 7. Language Development. Promote students' oral and written language development by attending

	<p>to vocabulary knowledge and use, grammatical structures, and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p>8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration.</p> <p>9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.</p> <p>10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.</p> <p>1. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>
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Click to view and add these **TPE tools** to your toolkit. They will support you as a learner in our course and as a beginning teacher throughout our teacher education program:

- [TPE 1-7 Placemat](#)
- [TPE 1-7 Student Self-Assessment Checklist](#)

Student Learning Outcomes (SLOs)

Upon completion of this course, students will be able to:

1. Recognize and respond to the specific needs of English Language Learners in the literacy classroom
2. Explain the relationships that exist between reading and writing
3. Differentiate instruction in reading and writing for all students
4. Use comprehension strategies that are effective in reading and writing development
5. Integrate expository and narrative texts into the writing curriculum
6. Guide children's development in the writing process
7. Guide children's development in writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)
8. Demonstrate knowledge of the teaching of academic vocabulary for all students with an emphasis on vocabulary development for English Language Learners
9. Effectively integrate technology, especially for communicating with parents, colleagues, and the community
10. Effectively incorporate listening and speaking strategies that include listening comprehension

Upon completion of the **15 hours of fieldwork** required for this course, students will be able to:

1. Observe, consider, and evaluate the writing curriculum that is being used in an elementary school classroom, as well as the students' responses to that curriculum
2. Administer a formative assessment to a selected elementary school student to identify that student's strengths and needs and levels of writing
3. Strategically select English Language Arts (ELA) Standards that align with the needs and strengths identified from the assessment given and carry out writing instruction that utilizes appropriate and effective strategies
4. Include assessment of learning during instruction
5. Include formative assessment results to improve instruction
6. Incorporate technology in writing/language arts instruction
7. Reflect upon instruction, revise instructional plans based on reflection and feedback from the classroom community
8. Design differentiated instruction for diverse learners
9. Write a report based on an interview and observations

Student Expectations & Responsibilities

In this class you will learn how to teach writing/language arts to children and youth. The end result of your studies in the credential program is the issuance of a license to teach in the State of California. There are quite a few requirements for beginning teachers in this state. Not only must you be licensed, but also you must pass a test in Reading and Language Arts called the Reading Instruction Comprehensive Assessment (RICA). (Note: RICA will sunset in Summer 2025 and a new literacy performance assessment will be operational July 1, 2025.) We have planned thoroughly and carefully to ensure you receive the best preparation program and gain the confidence to provide effective, evidence-based literacy instruction.

To succeed in this course, you must attend all classes, arrive on time, stay for the full duration of class, come to class prepared, and participate in all discussions and activities. Preparing for class includes: bringing your writer's notebook to class, completing the readings and assignments on time, and actively engaging in our community discussions each week. In order to create and sustain an optimal learning experience, the following expectations and responsibilities are placed upon each of us in our learning community:

Attendance & Participation

- We are all expected to arrive at class on time prepared to participate as this class relies on participation from all of us. We will begin class on time each week.
- To receive credit for attending class, you are expected to actively participate, which includes sitting in a space where you can best focus, listen, and engage as a learner, writer, and teacher; actively listening and contributing to whole-class and small-group discussions; turning on your Zoom camera and using the Chat (when applicable) to help humanize the space, etc.
- I expect no one will be absent. However, if you must, I trust you will not be a no-show. Students who need to miss a class must notify me ahead of time via email AND also contact a peer in the course who can inform you of any details you need to know so you will be up-to-date when you come to the next class.
- Any student who is absent more than two class sessions will be unable to receive an A, and any student who is absent more than three class sessions will be unable to receive a passing grade for this course.

Preparation

- Time management is a critical skill as a teacher, and it is a skill we will all practice and demonstrate in this course. It is expected all assignments will be submitted on time.
- All assignment due dates are indicated in the syllabus. If a due date changes based on student need or circumstance, I will update Canvas and send an Announcement.
- Assignments are always due by the start of class at 4:30pm, either uploaded to Canvas or brought to class to share as specified by the instructor.
- All assignments must be completed to pass the course. Each one is designed to introduce, practice, and/or assess a specific TPE. Therefore, they are all essential to the course learning objectives.

Late Work

- It is expected that all assignments will be submitted on time, even in the event of an absence.
- If you must be absent, please do not wait until the next class to submit assignments. In other words, an absence does not mean that you submit assignments late. Unapproved late work can result in loss of points or no points.
- If you have an emergency that interferes with your assignments and coursework, please let me know as soon as possible so we can come up with a plan for the successful completion of any missing assignments. I am here to support you – please communicate with me so I can.
- Because our weekly community discussions are time-bound and require live peer response, you will be unable to make these up and earn points for these if you miss a class session.

Communication

- Email via Canvas Inbox is the best way to reach me. I will return all emails within 24-48 business hours. I kindly ask the same of you when responding to emails from me or classmates.
- Please ask course general questions about the course in our Canvas Community FAQ. You can find this under the first “Help + Support” module. I also invite you to answer any questions posted by classmates!
- I will post individual Canvas submission feedback in the form of grades and, at times, written comments, within one week after the due date. If more time is needed, I will clearly communicate this with you via Canvas announcements.
- In my feedback I might ask you a question. If so, please respond in the Canvas submission comments within 24 hours. You are also welcome to add a comment to any assignment you submit, if needed. This is the preferred method of communication on specific assignments, rather than email, since submission comments remain attached to the actual assignment you submitted.
- To ensure you receive all feedback and announcements right away, set your Canvas notification preferences to “notify immediately” for “Submission Comments” and “Announcements”.
- I highly recommend you connect with at least two classmates in case you have questions or need support. Learning is social. I encourage you to collaborate with and support each other as much as possible. You can email

classmates through Canvas Inbox and post in our Canvas Community FAQ.

- I am here to support you as a learner and future teacher however I can. Please join me for Zoom Student Hours as often as you need or want. You can use [Calendly](#) to schedule a time or join unannounced, as long as you don't mind a potential wait time while I confer with another student. If those times don't work for you, please email me to schedule another time.

Grading

The following table outlines the major assignments you will be scored on in this class, along with grading criteria and important notes. See our Canvas site for other course activities and materials.

Assignments	Due	Points
1. Community Discussions	Weekly	20
2. Teaching Lab Minilessons	Weeks 5 & 9	20
3. Published Story	Week 11	15
4. Case Study of a Writer* (signature assignment)	Week 15	40
5. Portfolio as a Writer & Teacher of Writing	Week 16	5
Total Points		100
Grading Criteria: 100% - 93.00% A , 92.99% - 90.00% A- , 89.99% - 87.00% B+ , 86.99% - 83.00% B , 82.99% - 80.00% B- , 79.99% - 77.00% C+ , 76.99% - 73.00% C , 72.99% - 70.00% C- , 69.99% - 67.00% D+ , 66.99% - 60.00% D , 59.99% - 0% F		
NOTES: <ul style="list-style-type: none">● No work is accepted late without prior arrangement.● All assignments must be completed successfully in order to pass the course.● All revised and resubmitted minilessons are due by the end of week 14.● See Canvas for other assignments that are ungraded or marked complete/incomplete.● The asterisk (*) above indicates the signature assignment for this course.● Click here for guidance on how to view your grades on Canvas.		

FIELDWORK REQUIREMENT

To gain expertise in the teaching of writing/language arts to elementary school students, each Cal State LA multiple subject teaching credential methods course includes a fieldwork component. In this course, you are required to spend 15 hours observing and participating in a 1st, 2nd, 3rd, 4th, 5th, or 6th grade writing/language arts classroom that is culturally and linguistically diverse with students who are identified as English Learners (ELs). This fieldwork will include the following assignments, as evidenced in your **Case Study of a Writer** signature assignment:

- A study of the classroom environment with a lens on how it supports students as writers
- A minimum of three classroom observations of this teacher's writing instruction and your case study student as a writer within this context
- An interview with your case study student, a student identified as an English learner (EL) from this classroom
- The collection of student writing samples from your case study student that you will analyze using an asset lens and readiness language alongside CCSS learning progressions for narrative, information, and opinion writing
- The teaching of one inclusive and culturally and linguistically responsive writing minilesson to your case study student that is based on your analysis of the student's writing using an asset lens and readiness language
- Your reflection on the lesson you facilitated with your case study student and the related TPEs evidenced in your work
- A fieldwork verification form signed by the teacher of writing with whom you completed your 15 hours of required fieldwork

Please Note: To receive course credit, your Fieldwork Verification Log must document **15 hours** of fieldwork in a 1st, 2nd, 3rd, 4th, 5th, or 6th grade writing/language arts classroom in an elementary school setting, be verified with the teacher's signature, and be submitted in Canvas by week.

Course Assignments

1. Community Discussions (20 points total) → Ongoing

Learning is social, and in this course you will engage in ongoing discussions with me and your peers as writers and teachers of writing. The purpose is to help you talk, reflect, learn and grow alongside one another as you experience being part of a positive, supportive, and inclusive community. In doing so, you will learn how to build and maintain this kind of community within your own writing/language arts classroom. Because you will wear two hats each week in our class – one as a writer and one as a teacher of writing – you are expected to engage in the following experiences and discussions with our class community:

- **WRITER'S Workshop Discussions** (10 points)

TPE 2.2, 2.3, 2.5, 2.6, 7.4, 7.6, 7.7, 7.8 (Practice)

We will all be writers in this class! To start, you will personalize a writer's notebook of your choice to write in and build a collection of ideas as a writer. Because the best teachers of writing are writers themselves, we will challenge ourselves to devote time outside of class – at least ten minutes, five days a week – to write in our notebooks on any topic of our choice. We will bring our writer's notebooks to class each week where we will write together, share our writing, and provide response to one another as a supportive community of writers, much like the one we aim to build with students in our classrooms.

Our writer's workshop has a few purposes. First, to support your growth as a WRITER – your work, process, progress, and identity development – as you intentionally contribute to and nurture a supportive community of writers within our class, much like the one you will establish and maintain in your classroom. Second, to help you gain a deeper understanding of the processes your students will experience as writers so you can better teach them. Third, to provide you with guided, scaffolded opportunities to practice, alongside me and one another, how to provide active, motivating, and engaging literacy instruction that is responsive to one another's strengths, goals, and rich cultural and linguistic lives, much like the literacy instruction you will provide your students.

To open our workshop each week, we will devote time to build community with one another. You will come to class ready to share two things with me and a small group of your peers: 1) an example of your work as a writer from that week, and 2) the type of response you would like to request from us as your audience. We will get to know each other as we share our stories, ask questions, and learn about each other's lives.

Then, I will teach you a minilesson to support your work and growth as writers. Some minilessons will focus on strategies to support your processes as writers (e.g., generating ideas, revising, editing) and some will focus on specific qualities of writing. Within this space, I will model the practices and methods you will be studying in this course using the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework, providing you with firsthand experiences that you will then apply and practice through the assignments described below.

Next, you will have time to apply what you are learning from me and each other during independent writing time. I will confer with you as you write, and you will get to confer with each other at the close of our workshop as you share, requesting specific response from us, and as you provide supportive response to one another, paying attention to the kind of response they have requested from you. Our writer's workshop experience will culminate in an Author's Celebration mid-semester (see more information in the "Published Story" assignment below).

Writing is a messy, recursive process, and our writer's workshop will provide you with an active, motivating, and engaging space to take risks, make mistakes, and experience real, honest dialogue as writers and members of a supportive writing community. For this reason, your participation and engagement is essential. Not only will you gain invaluable first-hand experience that will bring our course content to life, you will practice and apply what you are learning through your teaching lab and fieldwork assignments (detailed below). In doing so, you will demonstrate your understanding and application of the [Teacher Performance Expectations](#) assessed in this course. Specifically, as your teacher, I will do the engage you in the following processes as writers so that you, in turn, gain a deeper understanding of how to do this with your students and through your fieldwork practice in this course:

- Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. (TPE 7.6)
- Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. (TPE 7.6)
- Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. (TPE 7.7)
- Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (TPE 7.7)
- Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. (TPE 7.8)
- Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. (TPE 7.8)
- Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8)
- Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. (TPE 7.8)

Your participation within our writer's workshop will not be scored each week; rather, your participation will be scored holistically based on a combination of my evaluation of your participation and engagement each week, as well as your **self-evaluations**, which I will ask

you to share at specific points in the semester along with a suggested grade for yourself. We will consider checklists and rubrics as we discuss the notion of evaluation in a writing classroom.

● **TEACHER of WRITING (ToW) Module Discussions** (10 points)

TPE 1.1, 1.3, 1.4 1.5, 1.6, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4, 7.6, 7.7, 7.8, 7.10 (Practice)

To learn about the curriculum and teaching of writing, including specific teaching and assessment practices, instructional methods, and standards used to guide our writing instruction in K-8 settings, you will be assigned weekly professional learning tasks (readings, videos, activities). All of these assignments will be provided in weekly Canvas modules and must be completed by the start of each class.

The purpose of these module discussions in Canvas is to provide you with space to reflect on and discuss what you have learned from the weekly assigned readings, videos, and activities on the teaching of writing in order to learn from and with each other and deepen your understanding of course content. This weekly content is aligned to our student learning outcomes and the [Teacher Performance Expectations](#) addressed in this course (detailed above) and will help you gain the knowledge and understanding needed to successfully complete the Teaching Lab assignments and Case Study of a Writer signature assignment in this course.

As you synthesize across the readings/tasks, consider the ways in which they are helping you develop a philosophical foundation and set of guiding beliefs as a teacher of writing. It is upon these beliefs that we, as teachers, make decisions about the daily practices we enact in our classrooms. And it is upon these beliefs and practices that we enact curriculum grounded in the [California Common Core State Standards](#) (CCSS), [English Language Arts/English Language Development Framework](#) (ELA/ELD), and [California Dyslexia Guidelines](#).

Each week you will ask yourself: *What am I learning, relearning, and unlearning about the teaching of writing? What do I believe and how will my beliefs shape my daily practices in my classroom?* I will also pose specific guiding questions in Canvas to help guide your thinking as you engage in these weekly tasks. In these discussions you are each expected to share and also respond to your peers as you make connections, ask or answer questions, confirm or extend ideas, respectfully challenge ideas, offer new insights and ways of thinking about a concept, or share resources to grow or expand new ideas.

These Teacher of Writing Discussions will be scored individually on Canvas using scoring criteria generated in class. I will also take into consideration the grade you suggest for yourself in your **self-evaluations** at specific points in the semester.

2. Teaching Lab Minilessons (20 points total - 10 points each) → DUE Weeks 5 & 9

TPE 1.1, 1.3, 1.5, 1.6, 1.8, 2.2, 4.2, 4.4, 6.1, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice, Assess)

To practice and apply what you are learning about the teaching of writing, you will engage in two teaching lab experiences in which you will practice the methods you have been learning as

you plan and teach two culturally responsive and inclusive writing minilessons within our supportive class community.

- **TEACHING LAB #1: PREWRITING MINILESSON (10 points):** Week 5 you will use what you've learned in our course up to this point to design and teach a culturally responsive Prewriting Minilesson. The purpose of this minilesson is to teach other writers a strategy they can use to help them generate their own topics and ideas for writing. In doing so, you will center students' assets in your writing instruction, leveraging one another's existing linguistic repertoires and encouraging translanguaging. You will use what you have learned about your peers' lives and the prewriting strategies and methods of teaching you have learned in our class to plan and teach this minilesson in class for supportive feedback from me and each other. I will model a variety of prewriting strategies in our writer's workshop weeks 1-4, and **we will ground our teaching in the CCSS ELA Standards.**
- **TEACHING LAB #2: REVISION MINILESSON (10 points):** Week 9 you will use what you've learned about revision, mentor texts, and effective teaching methods to plan and teach a Revision Minilesson. The purpose of this minilesson is to critically read and study author's craft in culturally responsive and affirming mentor texts and to identify one mentor text and craft move that you can teach others and demonstrate as you apply this craft move to revise and improve your draft in order to help you and those you are teaching strengthen their writing. I will model a variety of revision minilessons weeks 5-8, and **we will ground our teaching in the CCSS ELA Standards.**

Within each Teaching Lab experience, essentially, facilitate your own micro-workshop, creating an environment for one another that fosters our oral and written language development through the creation of diverse texts on self-selected topics and for varied purposes and audiences. You will also facilitate a sharing structure to close your workshop to provide informal collaborative discussions and supportive peer feedback. Finally, at the close of the lab, you will reflect on your teaching and your understanding of the applications of the TPEs assessed through this assignment. This is also an opportunity for you to receive supportive feedback from me and your peers to help you hone your skills as a teacher of writing. It is important you approach these writing lab experiences with a growth mindset, eager to learn and apply the feedback to grow!

3. Published Story (15 points) → DUE Week 11

TPE 2.2, 2.3, 2.5, 2.6, 6.1, 7.8 (Practice)

Within our writer's workshop, we will engage in deep, critical study mentor texts and author's craft to identify the qualities of strong narrative, information, and opinion writing. We will study mentor texts from published authors, student writers, and me as your teacher. I will teach you various strategies to generate your own ideas for writing, and we will quickwrite and share our ideas and writing as we get to know each other and build a strong community of writers.

Around week 5, with my guidance, you will reflect on your collection of writing and choose one idea to commit to taking through a process and developing into a story (personal or fictional narrative). We will discuss. Then, weeks 6-10, I will teach you revision and editing strategies to help you develop and strengthen your story for an audience of your choice. This will culminate in our Author's Celebration week 11 where you will share your Published Story and reflect on your process through a Dear Reader letter.

To prepare for this, you will:

- Take your best revised and edited draft and design a published story (book) using a creative digital platform/tool of your choice, such as Book Creator, Google Slides, Canva, PDF, etc.
- Write a Dear Reader letter to include in your published story in which you reflect on your published story and your process as a writer.
- Upload your Published Story to our Author's Celebration Padlet (linked in Canvas).

In our Author's Celebration, we will share and respond to one another's published stories and celebrate our writing and growth as writers. The purpose of engaging you in this experience is twofold: 1) to help you experience your own process as a writer so you can better understand the processes your students will experience as writers, and 2) to help you experience the methods and practices you are learning in our class so you can better apply them in our teaching labs, your fieldwork, and your future classroom.

4. Case Study of a Writer (40 points – Signature Assignment) → DUE Week 15

TPE 1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.6, 4.8, 5.2, 6.1, 7.4, 7.6, 7.7, 7.8, 7.10 (Practice, Assess)

When we study one student closely, we gain insights into how to study and learn from all students. As a key requirement of your 15 hours of fieldwork in a grades 1-6 elementary writing/language arts classroom, you will observe and study one student closely as the student writes, learns about writing, and talks about their writing and learning. You will collect writing samples from this student throughout the process to help you better understand the students' strengths and next steps for instruction. In your analysis of student work, you will always use an assets/readiness lens (rather than a deficit lens). This lens is critical to providing effective writing instruction and supporting student growth. You will use your analysis of student work and the literacy profile you have gathered to plan and teach a responsive writing minilesson to this student to support their growth as a writer, providing them with individualized coaching support and feedback as they apply what you have taught them in their writing.

Your fieldwork will include the guided learning experiences outlined below, culminating in a Case Study of a Writer as your signature assignment required for course completion. The purpose of the case study is to help you practice, apply, and demonstrate all you have learned in our course about effective teaching methods and practices, writing process, qualities of narrative and expository writing, learning progressions, asset-based pedagogies, and responsive planning and teaching in writing. Further, through this fieldwork experience, you will demonstrate and receive guided feedback and support on your application of the TPEs addressed in this course.

HERE ARE THE BASIC STEPS YOU WILL COMPLETE FOR YOUR CASE STUDY:

Identify a student: Choose a 1st, 2nd, 3rd, 4th, 5th, or 6th grade elementary school student who interests and intrigues you, one who raises questions for you and the classroom teacher. Be sure to choose an English language learner, preferably an Expanding or Bridging student. To protect the student's privacy, make sure to use a pseudonym so that their real name does not appear on any of the data submitted. You will use the *Fieldwork Verification Form* in Canvas to record your visits, time, and mentor teacher's signature.

Observe the student in the classroom: Observe this student during writing instruction and follow up activities to discover how the student approaches activities or lessons dealing with writing, listening, and speaking. Jot down what you notice about the student. Do you observe any patterns? Try to be objective and write down what you are seeing, as well as your personal reaction to what you are seeing. With the classroom teacher's guidance and support, engage in ongoing informal conversations with the student as they write and learn, using the conferring methods you will learn in our course. Again, jot anecdotal notes about what the student says and does as a writer. Have multiple conversations with the teacher to get their insight about being a teacher of writing and information about the case study student. Ask questions that will help you understand the students' literacy profile, including the teacher's assessment of the students' strengths as well as any potential writing difficulties the student faces (i.e., risk for dyslexia, dysgraphia, and/or other literacy-related disabilities). Ask the teacher for specific examples that will give you more information about the child's writing performance as well. You will write your anecdotal notes using the *Environment Walkthrough Form* and *Observation Notes Form* in Canvas.

Interview the student: Once your case study student is identified, you will want to build rapport. You can do this through an informal interview (or conference) with the student. Talk with the student to learn more about their beliefs, perceptions, feelings, histories, and identities as writers. For example: Do they *like* writing? Is it *hard* or *easy* for them? Do they see themselves as a writer? What do they consider *good* writing. Your interview notes will be recorded using the *Writing Interview Form* in Canvas, which you will be able to modify ahead of time with your student in mind, using sample writing interview and survey questions provided and discussed in class.

Investigate and analyze the student's writing: You will need to collect samples of the student's writing from the beginning of school. Notebook writing, journal writing, content area writing, stories, or letters are good sources of writing across domains. Make sure you collect both narrative and expository (information and/or opinion/argument) writing samples. You will select a genre and analyze the writing sample(s) using CCSS learning progressions for narrative, information, and opinion/argument writing to identify what the student already knows how to do and what the student is ready to learn next. You will use assets/readiness language – not deficit language – in your analysis. To analyze multiple samples across time, you will want to identify your student and start collecting samples as soon as possible.

Design and teach a responsive writing minilesson: Using the information you have collected and your analysis of the case study student as a writer, you will design and teach a responsive writing minilesson to the student to support their growth as a writer. This is where you will apply and practice the effective teaching methods and practices you have learned in our course, aligning your instruction to specific ELA standards and incorporating asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in your instruction.

Reflect on your experience: Here you will reflect on your fieldwork experience – you teaching and evidence of student learning. You may share your challenges, successes, and overall thoughts of what you experienced. You will also share your analysis of the student's work from your session. In addition, you will reflect on your understanding of the applications of the TPEs assessed through this assignment. Guiding questions are provided in Canvas.

Create a Case Study product (e.g., report, book, multimedia text) using a creative digital platform of your choice (e.g., Book Creator, Google Slides, Canva). Your case study will include a written report of

your process alongside embedded visual artifacts of your work (e.g., Room Environment Form, classroom layout map, fieldwork anecdotal notes, student work samples). You will submit your Case Study in Padlet and your *Fieldwork Verification Log* in Canvas. Your log must reflect 15 hours of fieldwork in a grades 1-6 writing/language arts elementary classroom and be signed by the teacher.

5. Portfolio as a Writer & Teacher of Writing (5 points) → DUE Week 16

TPE 6.1, 6.2, 6.3 (Practice)

E-value-ation is the act of finding *value* in someone or something. With this in mind, you will engage in a process of ongoing self-evaluation in this course in a variety of ways, including in-class quick-writes and quick-shares, reflective letters, goal-setting, and portfolios. Self-evaluation promotes continuous forward motion; the path of a professional, the path of a writer. The trek may be slow, jerky, or fast; it has no end. Learners never learn everything; we remain curious for a lifetime. Teachers never learn to teach; we work on it for decades. Our growth depends, to a large extent, on our self-evaluations. I will engage you in ongoing self-evaluation throughout the semester, and in the final week of our course you will share your final self-evaluation as a writer and teacher of writing through a portfolio. Portfolio assessment is a self-reflective endeavor, and it's also a way to show other stakeholders (such as teachers, parents, and school administrators) what students know beyond what's tested. In this way, it can offer a counternarrative – a fuller perspective beyond the single story a test tells.

TO CREATE YOUR PORTFOLIO, YOU WILL ENGAGE IN THE FOLLOWING PROCESS:

Collect: *Collect* all of your work from our course as evidence of your intentional growth. For example, your writer's notebook entries, notes from the weekly readings and community discussions, minilessons you watched and taught, published story, fieldwork, etc. – anything that taught you something!

Select: From your collection, *select* artifacts that show the best evidence of your intentional learning and growth. These artifacts should reveal your a-ha moments and who you are becoming as a writer and teacher of writing – the beliefs and practices that will ground you. For example, it might be something you wrote and received a supportive response on, a quote from a reading or discussion that has stayed with you, a video you watched or created, a particular activity that expanded your learning in some way, an artifact you collected in your fieldwork, etc.

Reflect: *Reflect* on what that selected evidence shows about you. The reflection portion of this process has its own subprocess in which you will do the following:

- **Describe:** *What artifact did I choose?*
- **Analyze:** *Why did I choose this artifact?*
- **Appraise:** *What does this artifact show about me as a writer or teacher of writing?*
- **Influence:** *How can I use this artifact to teach others?*

Project: *Project* your learning for audiences. You may share your portfolio using a *creative* format of your choice. Just as published writing should be read by others, portfolios deserve a wide audience. Possibilities include but are not limited to: *video, blog, letter, website, narrative,*

table or chart, wiki, or a combination of any of these as a multimodal representation of your learning. You may also use a digital platform/tool of your choice (examples will be shared in class). You will upload or link your portfolio to our class Padlet. (Note: If your file is large, linking works better than uploading to Padlet. Always save a backup copy.) Make sure we can access your portfolio on Padlet for response.

Affect: As audiences view/read our portfolio, we should ask them, “What have you learned about me? What have you learned from me? How are we connected as learners?” As an audience member, you will respond to the portfolios of some of your peers, and then you will read their responses to your portfolio. You will see how others were affected by your learning and how others affected you with their learning. In this way, portfolio assessment becomes dialectical. Students serve as teachers. We are affected by learning about others, learning from others, and discovering the connections that bind.

You will share your portfolio with our community via Padlet, and you will share a personal note to me in Canvas to suggest a grade for yourself in our course using your self-evaluations alongside the grading criteria outlined in this syllabus to provide evidence. **Note:** All criteria must be met in order to receive credit for this assignment and for the course. *Click to view this [scoring guide](#) at the end of this syllabus.*

Evaluation Procedure

In this course, we will engage in a process that combines self-evaluation and professor-evaluation. You will receive a grade on each course assignment, as outlined above. If you are not pleased with your grade, you are always welcome to resubmit an assignment in a timely manner. Learning does not end with the completion of an assignment. It is an ongoing process. Please let me know if you intend to revise and resubmit so I can support you. The exceptions to this are the community discussions since these are timely discussions that require peer response. In addition to the graded assignments, I will also take into consideration your self-evaluations of your performance and the grades you suggest for yourself in your self-evaluations up to that point.

University American with Disabilities Act (ADA) Policy

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

University Academic Honesty Policy

Students are expected to abide by the University’s Academic Honesty Policy. Students who violate this policy will be subject to disciplinary action. Consequences for cheating, plagiarism, misrepresentation or collusion may include: a lowered grade on the assignment, a zero or “F” on the assignment, or an “F” grade in the course.

NOTE: This syllabus is a guide and every attempt will be made to provide an accurate overview of the course. However, circumstances may make it necessary to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. I will give notice when changes are made.

Course Assignments

6. Community Discussions (20 points total) → Ongoing

Learning is social, and in this course you will engage in ongoing discussions with me and your peers as writers and teachers of writing. The purpose is to help you talk, reflect, learn and grow alongside one another as you experience being part of a positive, supportive, and inclusive community. In doing so, you will learn how to build and maintain this kind of community within your own writing/language arts classroom. Because you will wear two hats each week in our class – one as a writer and one as a teacher of writing – you are expected to engage in the following experiences and discussions with our class community:

- **WRITER'S Workshop Discussions** (10 points)

TPE 2.2, 2.3, 2.5, 2.6, 7.4, 7.6, 7.7, 7.8 (Practice)

We will all be writers in this class! To start, you will personalize a writer's notebook of your choice to write in and build a collection of ideas as a writer. Because the best teachers of writing are writers themselves, we will challenge ourselves to devote time outside of class – at least ten minutes, five days a week – to write in our notebooks on any topic of our choice. We will bring our writer's notebooks to class each week where we will write together, share our writing, and provide response to one another as a supportive community of writers, much like the one we aim to build with students in our classrooms.

Our writer's workshop has a few purposes. First, to support your growth as a WRITER – your work, process, progress, and identity development – as you intentionally contribute to and nurture a supportive community of writers within our class, much like the one you will establish and maintain in your classroom. Second, to help you gain a deeper understanding of the processes your students will experience as writers so you can better teach them. Third, to provide you with guided, scaffolded opportunities to practice, alongside me and one another, how to provide active, motivating, and engaging literacy instruction that is responsive to one another's strengths, goals, and rich cultural and linguistic lives, much like the literacy instruction you will provide your students.

To open our workshop each week, we will devote time to build community with one another. You will come to class ready to share two things with me and a small group of your peers: 1) an example of your work as a writer from that week, and 2) the type of response you would like to request from us as your audience. We will get to know each other as we share our stories, ask questions, and learn about each other's lives.

Then, I will teach you a minilesson to support your work and growth as writers. Some minilessons will focus on strategies to support your processes as writers (e.g., generating ideas, revising, editing) and some will focus on specific qualities of writing. Within this space, I will model the practices and methods you will be studying in this course using the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework, providing you with firsthand experiences that you will then apply and practice through the assignments described below.

Next, you will have time to apply what you are learning from me and each other during independent writing time. I will confer with you as you write, and you will get to confer with each other at the close of our workshop as you share, requesting specific response from us, and as you provide supportive response to one another, paying attention to the kind of response they have requested from you. Our writer's workshop experience will culminate in an Author's Celebration mid-semester (see more information in the "Published Story" assignment below).

Writing is a messy, recursive process, and our writer's workshop will provide you with an active, motivating, and engaging space to take risks, make mistakes, and experience real, honest dialogue as writers and members of a supportive writing community. For this reason, your participation and engagement is essential. Not only will you gain invaluable first-hand experience that will bring our course content to life, you will practice and apply what you are learning through your teaching lab and fieldwork assignments (detailed below). In doing so, you will demonstrate your understanding and application of the [Teacher Performance Expectations](#) assessed in this course. Specifically, as your teacher, I will do the engage you in the following processes as writers so that you, in turn, gain a deeper understanding of how to do this with your students and through your fieldwork practice in this course:

- Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. (TPE 7.6)
- Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. (TPE 7.6)
- Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. (TPE 7.7)
- Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. (TPE 7.7)
- Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. (TPE 7.8)
- Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. (TPE 7.8)
- Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (TPE 7.8)
- Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. (TPE 7.8)

Your participation within our writer's workshop will not be scored each week; rather, your participation will be scored holistically based on a combination of my evaluation of your participation and engagement each week, as well as your **self-evaluations**, which I will ask

you to share at specific points in the semester along with a suggested grade for yourself. We will consider checklists and rubrics as we discuss the notion of evaluation in a writing classroom.

● **TEACHER of WRITING (ToW) Module Discussions** (10 points)

TPE 1.1, 1.3, 1.4 1.5, 1.6, 1.8, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4, 7.6, 7.7, 7.8, 7.10 (Practice)

To learn about the curriculum and teaching of writing, including specific teaching and assessment practices, instructional methods, and standards used to guide our writing instruction in K-8 settings, you will be assigned weekly professional learning tasks (readings, videos, activities). All of these assignments will be provided in weekly Canvas modules and must be completed by the start of each class.

The purpose of these module discussions in Canvas is to provide you with space to reflect on and discuss what you have learned from the weekly assigned readings, videos, and activities on the teaching of writing in order to learn from and with each other and deepen your understanding of course content. This weekly content is aligned to our student learning outcomes and the [Teacher Performance Expectations](#) addressed in this course (detailed above) and will help you gain the knowledge and understanding needed to successfully complete the Teaching Lab assignments and Case Study of a Writer signature assignment in this course.

As you synthesize across the readings/tasks, consider the ways in which they are helping you develop a philosophical foundation and set of guiding beliefs as a teacher of writing. It is upon these beliefs that we, as teachers, make decisions about the daily practices we enact in our classrooms. And it is upon these beliefs and practices that we enact curriculum grounded in the [California Common Core State Standards](#) (CCSS), [English Language Arts/English Language Development Framework](#) (ELA/ELD), and [California Dyslexia Guidelines](#).

Each week you will ask yourself: *What am I learning, relearning, and unlearning about the teaching of writing? What do I believe and how will my beliefs shape my daily practices in my classroom?* I will also pose specific guiding questions in Canvas to help guide your thinking as you engage in these weekly tasks. In these discussions you are each expected to share and also respond to your peers as you make connections, ask or answer questions, confirm or extend ideas, respectfully challenge ideas, offer new insights and ways of thinking about a concept, or share resources to grow or expand new ideas.

These Teacher of Writing Discussions will be scored individually on Canvas using scoring criteria generated in class. I will also take into consideration the grade you suggest for yourself in your **self-evaluations** at specific points in the semester.

7. Teaching Lab Minilessons (20 points total - 10 points each) → DUE Weeks 5 & 9

TPE 1.1, 1.3, 1.5, 1.6, 1.8, 2.2, 4.2, 4.4, 6.1, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice, Assess)

To practice and apply what you are learning about the teaching of writing, you will engage in two teaching lab experiences in which you will practice the methods you have been learning as

you plan and teach two culturally responsive and inclusive writing minilessons within our supportive class community.

- **TEACHING LAB #1: PREWRITING MINILESSON (10 points):** Week 5 you will use what you've learned in our course up to this point to design and teach a culturally responsive Prewriting Minilesson. The purpose of this minilesson is to teach other writers a strategy they can use to help them generate their own topics and ideas for writing. In doing so, you will center students' assets in your writing instruction, leveraging one another's existing linguistic repertoires and encouraging translanguaging. You will use what you have learned about your peers' lives and the prewriting strategies and methods of teaching you have learned in our class to plan and teach this minilesson in class for supportive feedback from me and each other. I will model a variety of prewriting strategies in our writer's workshop weeks 1-4, and we will ground our teaching in the CCSS ELA Standards.
- **TEACHING LAB #2: REVISION MINILESSON (10 points):** Week 9 you will use what you've learned about revision, mentor texts, and effective teaching methods to plan and teach a Revision Minilesson. The purpose of this minilesson is to critically read and study author's craft in culturally responsive and affirming mentor texts and to identify one mentor text and craft move that you can teach others and demonstrate as you apply this craft move to revise and improve your draft in order to help you and those you are teaching strengthen their writing. I will model a variety of revision minilessons weeks 5-8, and we will ground our teaching in the CCSS ELA Standards.

Within each Teaching Lab experience, essentially, facilitate your own micro-workshop, creating an environment for one another that fosters our oral and written language development through the creation of diverse texts on self-selected topics and for varied purposes and audiences. You will also facilitate a sharing structure to close your workshop to provide informal collaborative discussions and supportive peer feedback. Finally, at the close of the lab, you will reflect on your teaching and your understanding of the applications of the TPEs assessed through this assignment. This is also an opportunity for you to receive supportive feedback from me and your peers to help you hone your skills as a teacher of writing. It is important you approach these writing lab experiences with a growth mindset, eager to learn and apply the feedback to grow!

8. Published Story (15 points) → DUE Week 11

TPE 2.2, 2.3, 2.5, 2.6, 6.1, 7.8 (Practice)

Within our writer's workshop, we will engage in deep, critical study mentor texts and author's craft to identify the qualities of strong narrative, information, and opinion writing. We will study mentor texts from published authors, student writers, and me as your teacher. I will teach you various strategies to generate your own ideas for writing, and we will quickwrite and share our ideas and writing as we get to know each other and build a strong community of writers.

Around week 5, with my guidance, you will reflect on your collection of writing and choose one idea to commit to taking through a process and developing into a story (personal or fictional narrative). We will discuss. Then, weeks 6-10, I will teach you revision and editing strategies to help you develop and strengthen your story for an audience of your choice. This will culminate in our Author's Celebration week 11 where you will share your Published Story and reflect on your process through a Dear Reader letter.

To prepare for this, you will:

- Take your best revised and edited draft and design a published story (book) using a creative digital platform/tool of your choice, such as Book Creator, Google Slides, Canva, PDF, etc.
- Write a Dear Reader letter to include in your published story in which you reflect on your published story and your process as a writer.
- Upload your Published Story to our Author's Celebration Padlet (linked in Canvas).

In our Author's Celebration, we will share and respond to one another's published stories and celebrate our writing and growth as writers. The purpose of engaging you in this experience is twofold: 1) to help you experience your own process as a writer so you can better understand the processes your students will experience as writers, and 2) to help you experience the methods and practices you are learning in our class so you can better apply them in our teaching labs, your fieldwork, and your future classroom.

9. Case Study of a Writer (40 points – Signature Assignment) → DUE Week 15

TPE 1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.6, 4.8, 5.2, 6.1, 7.4, 7.6, 7.7, 7.8, 7.10 (Practice, Assess)

When we study one student closely, we gain insights into how to study and learn from all students. As a key requirement of your 15 hours of fieldwork in a grades 1-6 elementary writing/language arts classroom, you will observe and study one student closely as the student writes, learns about writing, and talks about their writing and learning. You will collect writing samples from this student throughout the process to help you better understand the students' strengths and next steps for instruction. In your analysis of student work, you will always use an assets/readiness lens (rather than a deficit lens). This lens is critical to providing effective writing instruction and supporting student growth. You will use your analysis of student work and the literacy profile you have gathered to plan and teach a responsive writing minilesson to this student to support their growth as a writer, providing them with individualized coaching support and feedback as they apply what you have taught them in their writing.

Your fieldwork will include the guided learning experiences outlined below, culminating in a Case Study of a Writer as your signature assignment required for course completion. The purpose of the case study is to help you practice, apply, and demonstrate all you have learned in our course about effective teaching methods and practices, writing process, qualities of narrative and expository writing, learning progressions, asset-based pedagogies, and responsive planning and teaching in writing. Further, through this fieldwork experience, you will demonstrate and receive guided feedback and support on your application of the TPEs addressed in this course.

HERE ARE THE BASIC STEPS YOU WILL COMPLETE FOR YOUR CASE STUDY:

Identify a student: Choose a 1st, 2nd, 3rd, 4th, 5th, or 6th grade elementary school student who interests and intrigues you, one who raises questions for you and the classroom teacher. Be sure to choose an English language learner, preferably an Expanding or Bridging student. To protect the student's privacy, make sure to use a pseudonym so that their real name does not appear on any of the data submitted. You will use the *Fieldwork Verification Form* in Canvas to record your visits, time, and mentor teacher's signature.

Observe the student in the classroom: Observe this student during writing instruction and follow up activities to discover how the student approaches activities or lessons dealing with writing, listening, and speaking. Jot down what you notice about the student. Do you observe any patterns? Try to be objective and write down what you are seeing, as well as your personal reaction to what you are seeing. With the classroom teacher's guidance and support, engage in ongoing informal conversations with the student as they write and learn, using the conferring methods you will learn in our course. Again, jot anecdotal notes about what the student says and does as a writer. Have multiple conversations with the teacher to get their insight about being a teacher of writing and information about the case study student. Ask questions that will help you understand the students' literacy profile, including the teacher's assessment of the students' strengths as well as any potential writing difficulties the student faces (i.e., risk for dyslexia, dysgraphia, and/or other literacy-related disabilities). Ask the teacher for specific examples that will give you more information about the child's writing performance as well. You will write your anecdotal notes using the *Environment Walkthrough Form* and *Observation Notes Form* in Canvas.

Interview the student: Once your case study student is identified, you will want to build rapport. You can do this through an informal interview (or conference) with the student. Talk with the student to learn more about their beliefs, perceptions, feelings, histories, and identities as writers. For example: Do they *like* writing? Is it *hard* or *easy* for them? Do they see themselves as a writer? What do they consider *good* writing. Your interview notes will be recorded using the *Writing Interview Form* in Canvas, which you will be able to modify ahead of time with your student in mind, using sample writing interview and survey questions provided and discussed in class.

Investigate and analyze the student's writing: You will need to collect samples of the student's writing from the beginning of school. Notebook writing, journal writing, content area writing, stories, or letters are good sources of writing across domains. Make sure you collect both narrative and expository (information and/or opinion/argument) writing samples. You will select a genre and analyze the writing sample(s) using CCSS learning progressions for narrative, information, and opinion/argument writing to identify what the student already knows how to do and what the student is ready to learn next. You will use assets/readiness language – not deficit language – in your analysis. To analyze multiple samples across time, you will want to identify your student and start collecting samples as soon as possible.

Design and teach a responsive writing minilesson: Using the information you have collected and your analysis of the case study student as a writer, you will design and teach a responsive writing minilesson to the student to support their growth as a writer. This is where you will apply and practice the effective teaching methods and practices you have learned in our course, aligning your instruction to specific ELA standards and incorporating asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in your instruction.

Reflect on your experience: Here you will reflect on your fieldwork experience – you teaching and evidence of student learning. You may share your challenges, successes, and overall thoughts of what you experienced. You will also share your analysis of the student's work from your session. In addition, you will reflect on your understanding of the applications of the TPEs assessed through this assignment. Guiding questions are provided in Canvas.

Create a Case Study product (e.g., report, book, multimedia text) using a creative digital platform of your choice (e.g., Book Creator, Google Slides, Canva). Your case study will include a written report of

your process alongside embedded visual artifacts of your work (e.g., Room Environment Form, classroom layout map, fieldwork anecdotal notes, student work samples). You will submit your Case Study in Padlet and your *Fieldwork Verification Log* in Canvas. Your log must reflect 15 hours of fieldwork in a grades 1-6 writing/language arts elementary classroom and be signed by the teacher.

10. Portfolio as a Writer & Teacher of Writing (5 points) → DUE Week 16

TPE 6.1, 6.2, 6.3 (Practice)

E-value-ation is the act of finding *value* in someone or something. With this in mind, you will engage in a process of ongoing self-evaluation in this course in a variety of ways, including in-class quick-writes and quick-shares, reflective letters, goal-setting, and portfolios. Self-evaluation promotes continuous forward motion; the path of a professional, the path of a writer. The trek may be slow, jerky, or fast; it has no end. Learners never learn everything; we remain curious for a lifetime. Teachers never learn to teach; we work on it for decades. Our growth depends, to a large extent, on our self-evaluations. I will engage you in ongoing self-evaluation throughout the semester, and in the final week of our course you will share your final self-evaluation as a writer and teacher of writing through a portfolio. Portfolio assessment is a self-reflective endeavor, and it's also a way to show other stakeholders (such as teachers, parents, and school administrators) what students know beyond what's tested. In this way, it can offer a counternarrative – a fuller perspective beyond the single story a test tells.

TO CREATE YOUR PORTFOLIO, YOU WILL ENGAGE IN THE FOLLOWING PROCESS:

Collect: *Collect* all of your work from our course as evidence of your intentional growth. For example, your writer's notebook entries, notes from the weekly readings and community discussions, minilessons you watched and taught, published story, fieldwork, etc. – anything that taught you something!

Select: From your collection, *select* artifacts that show the best evidence of your intentional learning and growth. These artifacts should reveal your a-ha moments and who you are becoming as a writer and teacher of writing – the beliefs and practices that will ground you. For example, it might be something you wrote and received a supportive response on, a quote from a reading or discussion that has stayed with you, a video you watched or created, a particular activity that expanded your learning in some way, an artifact you collected in your fieldwork, etc.

Reflect: *Reflect* on what that selected evidence shows about you. The reflection portion of this process has its own subprocess in which you will do the following:

- **Describe:** *What artifact did I choose?*
- **Analyze:** *Why did I choose this artifact?*
- **Appraise:** *What does this artifact show about me as a writer or teacher of writing?*
- **Influence:** *How can I use this artifact to teach others?*

Project: *Project* your learning for audiences. You may share your portfolio using a *creative* format of your choice. Just as published writing should be read by others, portfolios deserve a wide audience. Possibilities include but are not limited to: *video, blog, letter, website, narrative,*

table or chart, wiki, or a combination of any of these as a multimodal representation of your learning. You may also use a digital platform/tool of your choice (examples will be shared in class). You will upload or link your portfolio to our class Padlet. (Note: If your file is large, linking works better than uploading to Padlet. Always save a backup copy.) Make sure we can access your portfolio on Padlet for response.

Affect: As audiences view/read our portfolio, we should ask them, “What have you learned about me? What have you learned from me? How are we connected as learners?” As an audience member, you will respond to the portfolios of some of your peers, and then you will read their responses to your portfolio. You will see how others were affected by your learning and how others affected you with their learning. In this way, portfolio assessment becomes dialectical. Students serve as teachers. We are affected by learning about others, learning from others, and discovering the connections that bind.

You will share your portfolio with our community via Padlet, and you will share a personal note to me in Canvas to suggest a grade for yourself in our course using your self-evaluations alongside the grading criteria outlined in this syllabus to provide evidence. Note: All criteria must be met in order to receive credit for this assignment and for the course. *Click to view this [scoring guide](#) at the end of this syllabus.*

Evaluation Procedure

In this course, we will engage in a process that combines self-evaluation and professor-evaluation. You will receive a grade on each course assignment, as outlined above. If you are not pleased with your grade, you are always welcome to resubmit an assignment in a timely manner. Learning does not end with the completion of an assignment. It is an ongoing process. Please let me know if you intend to revise and resubmit so I can support you. The exceptions to this are the community discussions since these are timely discussions that require peer response. In addition to the graded assignments, I will also take into consideration your self-evaluations of your performance and the grades you suggest for yourself in your self-evaluations up to that point.

University American with Disabilities Act (ADA) Policy

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

University Academic Honesty Policy

Students are expected to abide by the University’s Academic Honesty Policy. Students who violate this policy will be subject to disciplinary action. Consequences for cheating, plagiarism, misrepresentation or collusion may include: a lowered grade on the assignment, a zero or “F” on the assignment, or an “F” grade in the course.

NOTE: This syllabus is a guide and every attempt will be made to provide an accurate overview of the course. However, circumstances may make it necessary to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. I will give notice when changes are made.

EDEL 4160 Course Schedule ~ Fall 2024

This course schedule is tentative and may change to better meet student interests and needs. I will communicate changes in class and via Canvas.

Dates	Learning Topics	Assignments Due	TPEs
Part 1: Who are we and what is writing to me? (Focus on Identity)			
<u>Week 1</u> Thurs, 8/22	Our Histories & Identities as Writers Building our Community as <u>Writers & Teachers of Writing</u> <ul style="list-style-type: none"> Course Orientation & Overview of the Syllabus “Who am I as a writer, and what is writing to me?” Inquiry into Literary & Informational Texts – Meaning Making Nurturing a Writerly Life – Personalizing a Writer’s Notebook 	<u>Note:</u> All assignments listed in this column are <u>due</u> each week by the start of class @ 4:30pm, either uploaded in Canvas or shared in class as noted below.	TPE 7.6 (Practice)
<u>Week 2</u> Thurs, 8/29	The Essentials of Writing Instruction – History, Research & Beliefs <u>WRITER</u> <ul style="list-style-type: none"> Build Community: Share our Personalized Writer’s Notebooks Minilesson: Writing Journey Timeline (prewriting) WE WRITE Sharing & Response <u>TEACHER of WRITING</u> <ul style="list-style-type: none"> The History & Research that Inform Writing Instruction Inquiry into Effective Expression Overview of the ELA/ELD Framework, Common Core ELA & Literacy Standards vs. ELD Standards – text types vs. genres, purpose, audience, contexts, writing process Overview of Essentials of Writing Instruction 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Come ready to share your personalized writer’s notebook Complete Writing Survey (link in Canvas) Complete Fieldwork Survey (link in Canvas) Read CA CCSS pg. 2-8; 20-26 Read CA ELA/ELD Framework pg. 145-148 	TPE 2.2, 2.3, 2.5, 2.6, 6.1, 7.4, 7.6, 7.7, 7.8 (Practice)
Part 2: How do we connect writing to children, schools & communities? (Focus on Community)			
<u>Week 3</u> Thurs, 9/5	Classroom Environments & Conditions that Support Writers <u>WRITER</u> <ul style="list-style-type: none"> Build Community: Writer’s Notebook Choice Entry Minilesson: Writing Territories (prewriting) 	<u>Assignments Due:</u> <ul style="list-style-type: none"> Writer’s Notebook: Write 10 min, 5 days a week 	TPE 1.1, 1.3, 1.6, 2.2, 2.3, 2.5, 2.6, 6.1, 7.4, 7.6, 7.7,

	<ul style="list-style-type: none"> ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Creating Environments & Conditions that Enable Writers ○ Books as Mirrors, Windows & Sliding Doors ○ Reading as Readers & Writers - Studying Mentor Texts/Authors (Meaning Making) 	<ul style="list-style-type: none"> ● Come ready to share a choice entry from your writer's notebook from the week ● Teacher of Writing (ToW) Module 3 Discussion: Fletcher & Portalupi Ch. 1-2 <u>and</u> assigned readings/videos in Canvas 	<p>7.8 (Practice)</p>
<p><u>Week 4</u> Thurs, 9/12</p>	<p>Short-Term Goals & Launching the Workshop <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Writer's Notebook Choice Entry ○ Minilesson: Mapping (prewriting) ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Sharing & Response to Build a Community of Writers – Peer & Teacher Feedback ○ Launching Writer's Workshop in K-8 Classrooms ○ Promoting Bilingualism & Biliteracy - Leveraging Students' Existing Linguistic Repertoires & Translanguaging 	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> ● Writer's Notebook: Write 10 min, 5 days a week - bring ready to share 1 entry (Class) ● Module 4 Teacher of Writing Discussion: Fletcher & Portalupi Ch. 3-4 <u>and</u> assigned readings/videos in Canvas ● Fieldwork: Environment Walkthrough Form w/ Sketch of Room Layout 	<p>TPE 1.1, 1.3, 1.6, 2.2, 2.3, 2.5, 2.6, 6.1, 7.4, 7.6, 7.7, 7.8 (Practice)</p>
Part 3: How do we teach from children and youths' knowledge and practices? (Focus on Students)			
<p><u>Week 5</u> Thurs, 9/19</p>	<p>Inclusive Approaches & Culturally & Linguistically Responsive Writing Instruction <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Writer's Notebook Choice Entry ○ Minilesson: Reading-Writing Connection (prewriting) & Qualities of Narrative Wtg (choose an idea, drafting) ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Teaching Lab #1: Prewriting Minilesson 	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> ● Writer's Notebook: Write 10 min, 5 days a week - bring ready to share 1 entry (Class) ● Teaching Lab #1: Prewriting Minilesson 	<p>TPE 2.3, 2.5, 2.6 (Practice)</p> <p>TPE 1.1, 1.3, 1.5, 1.6, 1.8, 1.2.2, 4.2, 4.4, 6.1, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice, Assess)</p>

<p>Week 6 Thurs, 8/22</p>	<p>Conferring with Writers throughout the Writing Cycle <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Your Chosen Narrative (Story) Topic ○ Minilesson: Show Not Tell (revision) ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Conducting Writing Conferences ○ Peer Feedback ○ Self-Evaluation 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Writer’s Notebook: Write 10 min, 5 days a week ● Module 6 Teacher of Writing Discussion: Fletcher & Portalupi Ch. 5-6 <u>and</u> assigned readings/videos in Canvas 	<p>TPE 1.1, 1.3, 1.5, 1.6, 1.4, 1.8, 2.2, 2.3, 2.5, 2.6, 6.1, 6.2, 6.3, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice)</p>
<p>Week 7 Thurs, 9/26</p>	<p>Teaching Transferable Skills Using Children’s/YA Literature <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Craft Share (Mentor Texts/Authors) ○ Minilesson: Writing Strong Leads (revision) ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Using Mentor Texts Effectively ○ Planning & Teaching Writing Minilessons 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Writer’s Notebook: Write 10 min, 5 days a week ● Module 7 Teacher of Writing Discussion: Fletcher & Portalupi Ch. 7-8 <u>and</u> assigned readings/videos in Canvas ● Fieldwork: Classroom Observation Notes 	<p>TPE 1.1, 1.3, 1.5, 1.6, 1.4, 1.8, 2.2, 2.3, 2.5, 2.6, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice)</p>
<p>Week 8 Thurs, 10/3</p>	<p>Assessment, Evaluation & Predictable Challenges <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Process Share ○ Minilesson: Choice Revision Strategies (revision) ○ WE WRITE ○ Sharing & Response: <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Navigating the CCSS ELA Standards & ELA/ELD Framework ○ Asset-based Pedagogies in Writing ○ Student Writing Analysis & Formative Assessment 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Writer’s Notebook: Write 10 min, 5 days a week ● Module 8 Teacher of Writing Discussion: Fletcher & Portalupi Ch. 9-10 <u>and</u> assigned readings/videos in Canvas 	<p>TPE 1.1, 1.3, 1.5, 1.6, 1.4, 1.8, 2.2, 2.3, 2.5, 2.6, 7.3, 7.4, 7.6, 7.7, 7.8 (Practice)</p>
<p>Week 9 Thurs, 10/10</p>	<p>Differentiation to Support Writers <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Progress Share ○ Minilesson: Using Writing Checklists to Self-Assess 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Writer’s Notebook: Write 10 min, 5 days a week ● Teaching Lab #2: Revision Minilesson 	<p>TPE 2.3, 2.5, 2.6 (Practice)</p>

	<ul style="list-style-type: none"> ○ WE WRITE (CCSS checklists vs. rubrics) ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Teaching Lab #2: Revision Minilesson 		<p>TPE 1.1, 1.3, 1.5, 1.6, 1.8, 2.2, 4.2, 4.4, 6.1, 7.3, 7.4, 7.6, 7.7, 7.8</p> <p>(Practice, Assess)</p>
<p>Week 10 Thurs, 10/17</p>	<p>Yearlong Horizons - Designing Units of Study <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Build Community: Draft Share ○ Minilesson: Language Conventions - Spelling, Grammar, Punctuation; Choice Editing Strategies (editing) ○ WE WRITE ○ Sharing & Response <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Building a Writing Unit of Study ○ Teaching Writing with a Social Justice Lens ○ Keyboarding & Handwriting ○ Letter Formation/Printing & Language Conventions 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Bring your best draft (typed) ● Module 10 Teacher of Writing Discussion: Fletcher & Portalupi Ch. 11-12 & Appendices <u>and</u> assigned readings/videos in Canvas 	<p>TPE 2.2, 2.3, 2.5, 2.6, 7.3, 7.4, 7.6, 7.7, 7.8</p> <p>(Practice)</p>
<p>Week 11 Thurs, 10/24</p>	<p>Publishing & Technology to Support Writers <u>WRITER</u></p> <ul style="list-style-type: none"> ○ Author's Celebration: Published Story (publishing) <p><u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Planning Author's Celebrations ○ Creating Diverse Print, Oral, Digital, and Multimedia Texts ○ Reflection, Self-Evaluation & Goal-Setting as Writers 	<p>Assignments Due:</p> <ul style="list-style-type: none"> ● Published Story 	<p>TPE 2.2, 2.3, 2.5, 2.6, 6.1, 7.8</p> <p>(Practice)</p>
<p>Part 4: How do we structure teaching practices towards equity-oriented writing instruction? (Focus on Teaching)</p>			
<p>Week 12 Thurs, 10/31</p>	<p>Case Study → Asset-based Writing Assessment <u>TEACHER of WRITING</u></p> <ul style="list-style-type: none"> ○ Overview of the Case Study Signature Assignment ○ Asset-based Pedagogies - Student Writing Analysis ○ Analyzing K-8 Student Writing along CCSS Learning Progressions for Narrative, Information & Opinion Writing 	<p>Assignment Due:</p> <ul style="list-style-type: none"> ● Fieldwork: Student Writing Samples ● Fieldwork: Student Writing Interview (survey) ● CA Dyslexia Guidelines Ch. 9, Appendix A 	<p>TPE 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.3, 7.4, 7.6, 7.10</p> <p>(Practice)</p>

	<ul style="list-style-type: none"> ○ Dyslexia & Dysgraphia - Screening & Assessment 		
Week 13 Thurs, 11/7	Case Study → Responsive Writing Instruction <u>TEACHER of WRITING</u> <ul style="list-style-type: none"> ○ Designing Responsive Lesson Plans for Writers –Teaching Points & Methods - Levels of Scaffolding ○ Supports for Bilingual/Multilingual Writers (English Learners) ○ Dyslexia & Dysgraphia - Effective Teaching Approaches & Assistive Technology 	Assignment Due: <ul style="list-style-type: none"> ● Fieldwork: Case Study Student Writing Analysis T-chart and Annotated CCSS Learning Progression for Writing ● CA Dyslexia Guidelines Ch. 11-12, and Appendix B 	TPE 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.7, 6.1, 7.2, 7.3, 7.4, 7.6, 7.8 (Practice)
Week 14 Thurs, 11/14	Case Study Fieldwork <u>TEACHER of WRITING</u> <ul style="list-style-type: none"> ○ Teach your Responsive Writing Minilesson to your Case Study Writer in the Field ○ Reflect on your Case Study Teaching, Evidence of Student Learning, and TPEs ○ Compile and Work on your Case Study Signature Assignment 	Assignment Due: <ul style="list-style-type: none"> ○ CA Dyslexia Guidelines Ch. 13 	TPE 1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.6, 4.8, 5.2, 6.1, 7.4, 7.6, 7.7, 7.8 (Practice)
Week 15 Thurs, 11/21	Case Study → Sharing & Response <u>TEACHER of WRITING</u> <ul style="list-style-type: none"> ○ Present: Case Study of a Writer ○ Self-Evaluation & Goal-Setting as Teachers of Writing 	Assignment Due: <ul style="list-style-type: none"> ● Case Study of a Writer (signature assignment) ● Fieldwork Verification Log (signed) 	TPE 1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.6, 4.8, 5.2, 6.1, 7.4, 7.6, 7.7, 7.8, 7.10 (Practice, Assess)
11/25-29	Fall Break		
Week 16 Thurs, 12/5	Portfolio Counternarratives: Who Am I as a Writer & Teacher of Writing? <ul style="list-style-type: none"> ○ Present: Portfolio as a Writer & Teacher of Writing 	Assignments Due: <ul style="list-style-type: none"> ● Portfolio as a Writer & Teacher of Writing 	TPE 6.1, 6.2, 6.3 (Practice)

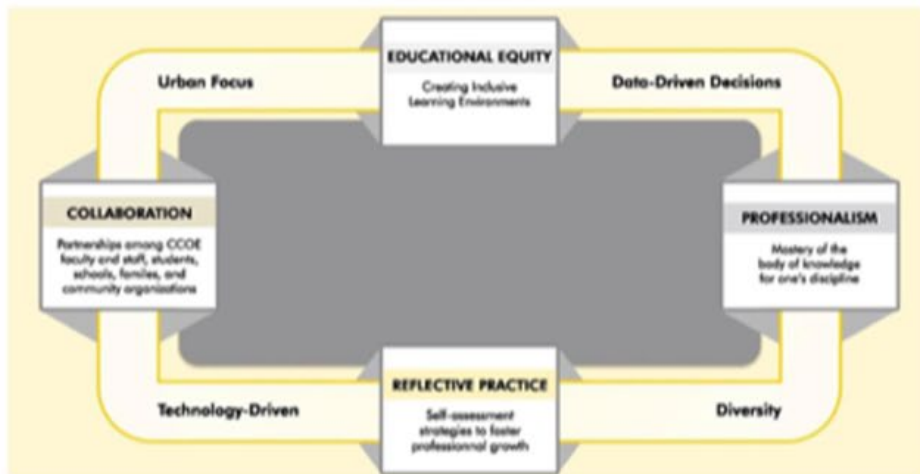
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.