



WBUonline  
School of Education

**2. UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**3. COURSE NUMBER & NAME:**

EDLI 3300 Teaching Writing in the Elementary and Middle School

**4. TERM:**

Summer 2020

**5. INSTRUCTOR:**

Mr. Doug Warren

**6. CONTACT INFORMATION:**

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**7. OFFICE HOURS:**

Online

**8. COURSE MEETING TIME & LOCATION:**

Online

**9. CATALOG DESCRIPTION:**

Students will learn about the nature of the writing process, how to utilize strategies and develop activities appropriate to teach good writing to elementary and middle school students, and how to teach the conventions of writing.

**10. PREREQUISITE:**

EDUC3302

**11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

Spandel, Vicki. (2012). *Creating Young Writers* (3rd ed.). Pearson Education, Inc.

**12. OPTIONAL MATERIALS**

None

### **13. COURSE OUTCOMES AND COMPETENCIES:**

#### **TExES # 160 Pedagogy and Professional Responsibilities (PPR EC-12) The beginning teacher:**

Competency 004:

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- N Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- O Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Domain III: Implementing effective, responsive instruction and assessment

Competency 007:

The teacher understands and applies principles and strategies for communicating effectively to varied teaching and learning contexts.

- B Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions, including appropriate wait time.
- C Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).

Competency 008:

The teacher provides appropriate instruction that actively engages students in the learning process.

- A Employs various instructional techniques (e.g., discussion, inquiry) and varies teacher and student roles in the instructional process, and provides instruction that promotes intellectual involvement and active student engagement and learning.
- B Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
- C Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- D Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.
- E Engages in continuous monitoring of instructional effectiveness.

F Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.

G Employs effective motivational strategies and encourages students' self-motivation.

Competency 010:

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

A Demonstrates knowledge of the characteristics, uses, advantages, and limitation of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

Competency 012:

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

I Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

### **TExES # 191 Generalist EC-6**

Domain I: English language arts and reading

Competency 004:

Literacy development: The teacher understands the literacy develops over time from emergent to proficient stages, and uses a variety of approaches to support development of children's literacy.

B Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print, in accordance with the STR

C Selects and uses instructional strategies, materials, and activities to assist students in distinguishing letter forms from number forms and text from pictures.

D Understands the importance of students being able to differentiate words and spaces, first and last letters, left-right progression, and identification of basic punctuation, in accordance with the STR

E Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

F Selects and uses instructional strategies, materials, and activities that focus on functions of and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written & spoken words, in accordance with the STR.

- H Selects and uses appropriate instructional strategies to inform students about authors and author's purposes for writing, and author's point of view in a variety of texts.

Competency 0005:

Word Analysis and Identification skills. The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills. The beginning teacher:

- F Understands the value of using dictionaries, glossaries and other sources to determine the meanings and usage, pronunciations, correct spelling, and derivations of unfamiliar words and teaches students to use those sources.

Competency 0007:

Reading comprehension and applications. The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts. The beginning teacher:

- D Provides instruction in comprehension skills that support children's transition from "learning to read" to "reading to learn" (e.g., recognizing different types of texts, understanding text structure, using textual features such as headings and glossaries, appreciating the different purposes for reading) to become self-directed critical readers.
- E Uses various instructional strategies to enhance students' reading comprehension (e.g., linking text content to students' lives and prior knowledge, connecting related ideas across different texts, comparing different versions of the same story, explaining the meaning of common idioms, adages, and foreign words and phrases in written English, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
- F Knows and teaches strategies that facilitate comprehension of different types of text (e.g., literary, expository, multi-step directions, procedural) before, during and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- H Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension in accordance with STR.
- K Teaches elements of literary analysis, such as story elements and figurative language, and features of various literary genres, including fables, myths, folktales, legends, drama, and poetry.

Competency 009:

Reading, Inquiry, and Research. The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

- B Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers)
- C Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and record information from technologies, print resources, and experts.
- D Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming; generating questions & topics; using text organizers; taking notes; outlining; drawing conclusions; applying critical-thinking skills; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; recognizing identifying features of sources, including primary and secondary sources; interpreting and using graphic sources of information) and knows the significance or organizing information from multiple sources for student learning and achievement.
- F Provides instruction to develop a topic sentence, summarize findings, and use evidence to support conclusions.

Competency 010:

Writing Conventions. The teacher understands the convention of writing in English and provides instruction that helps children develop proficiency in using writing conventions. The beginning teacher:

- A Understands that while many students go through predictable stages in acquiring writing conventions (e.g., the physical and cognitive processes involved in scribbling; recognition of environmental print; mock letters; letter formation; word writing; sentence construction; spelling; punctuation; and grammatical expression) individual students vary in their rates of development of those conventions.
- B Understands the relationship between spelling and phonological and alphabetic awareness and understands the contribution of conventional spelling toward success in reading and writing.
- C Understands the stages of spelling development (precommunicative "writing" [understands the function of writing but cannot make the forms], prephonemic, phonemic, transitional, and conventional) and knows how and when to support children's development from one stage to the next.

- D Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression (e.g., single syllable homophones, commonly used homophones, commonly confused terms, simple and complex contractions)
- E Selects and uses instructional strategies, materials and hands-on activities for the development of the fine motor skills necessary for writing skills according to grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
- F Selects and uses instructional strategies, materials, and activities to help all children, including English Language Learners, use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.
- G Recognizes the similarities and differences between spoken and written English (e.g., in syntax, vocabulary choice) and uses instructional strategies to help children apply English writing conventions and enhance their own writing.
- H Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.

Competency 011:

Written Communication. The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children's competence in written communication. The beginning teacher:

- A Teaches purposeful, meaningful writing in connection with listening, reading, and speaking
- B Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.
- C Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths and interests.
- D Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, revising to include self-and peer-revision, and editing
- E Understands the benefits of technology for teaching writing and for teaching basic writing skills and for publication and provides instruction in the use of technology to facilitate written communication.
- F Understands writing for a variety of audiences, purposes, and settings and provides students with opportunities to write for various audiences, purposes, and settings in various voice and style.

- G Teaches students to use appropriate conventions to support ideas in writing and to use an appropriate form of documentation to acknowledge sources (e.g., quotations, bibliographical information, differentiation between paraphrasing and plagiarism)
- H Knows grade level expectations in the Texas Essential Knowledge and Skills (TEKS).
- I Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

Competency 0012:

Viewing and Representing. The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various media and provides students with opportunities to develop skills in this area. The beginning teacher:

- A Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
- G Knows steps and procedures for producing visual images and messages with various meanings to communicate with others.
- I Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium and presentation contribute to the message.

The purpose of the course is not to teach the beginning teacher how to make assignments but to teach the beginning teacher how to teach students to write.

The course is also designed to teach the beginning teacher how to utilize writing in every content area to improve literacy skills.

#### **14. ATTENDANCE REQUIREMENTS:**

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

#### **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**16. DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**17. COURSE REQUIREMENTS and GRADING CRITERIA:**

## Grading System

Grade	Percentage and Detail
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%
CR	for Credit
NCR	No Credit
I	Incomplete*
W	for withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing
X	No grade given
IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass



examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**17.1 Grade Appeal Statement:**

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

## 18. TENTATIVE SCHEDULE

<b>Week and Schedule</b>	<b>Assignments</b>
<b>Week 1</b>	<b>Overview of Six Traits</b>
Reading assignment:	Foreword, preface, Ch 1 "Coming Face to Face with the Six Traits," Ch 2 "Setting the Stage"
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	Quiz 1
<b>Week 2</b>	<b>Ideas</b>
Reading assignment:	Ch 3 "Tracking Down Ideas," Ch 4 "Teaching ideas with the writing process," Class lecture notes "5-E Lesson Plan"
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	5-E Lesson Plan - Ideas
<b>Week 3</b>	<b>Conventions</b>
Reading assignment:	Ch. 13 "Celebrating conventions and presentation" and Ch. 14 "Teaching convention and presentation within the writing process"
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	5-E Lesson Plan – Conventions
<b>Week 4</b>	<b>Conventions</b>
Reading assignment:	Link to external reading on Blackboard
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	Quiz 2
<b>Week 5</b>	<b>Midterm</b>
Reading assignment:	Online lecture notes
Monday	Begin selecting/securing book for analysis
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	Midterm Exam
<b>Week 6</b>	<b>Organization</b>
Reading assignment:	Ch 5 "Shaping/Spotting Organization" and Ch 6 "Teaching organization within the writing process"
Wednesday	Respond to discussion board
Friday	Respond to at least two classmates' discussion board posts
Sunday	5-E Lesson Plan – Organization

**Week and Schedule      Assignments**

<b>Week 7</b>		<b>Voice</b>	
Reading assignment:	Ch 7 “On the Hunt for Voice” and Ch 8 “Teaching voice within the writing process”		
Wednesday	Respond to discussion board		
Friday	Respond to at least two classmates’ discussion board posts		
Sunday	5-E Lesson Plan – Voice		
<b>Week 8</b>		<b>Word Choice</b>	
Reading assignment:	Ch 9 “In Search of Word Choice” and Ch 10 “Teaching Word Choice within Writing Process”		
Wednesday	Respond to discussion board		
Friday	Respond to at least two classmates’ discussion board posts		
Sunday	5-E Lesson Plan – Word Choice		
<b>Week 9</b>		<b>Sentence Fluency</b>	
Reading assignment:	Ch 11 “Stalking Sentence Fluency” and Ch 12 “Teaching Sentence Fluency within Writing Process”		
Wednesday	Respond to discussion board		
Friday	Respond to at least two classmates’ discussion board posts		
Sunday	5-E Lesson Plan – Sentence Fluency Quiz 3		
<b>Week 10</b>			
Reading assignment:	Online Lecture notes		
Wednesday	Literature list due		
Friday	Annotated bibliography due		
Sunday	Online video assignment due		
<b>Week 11</b>			
Reading assignment:	Online lecture notes		
Wednesday	Book analysis due		
Friday	Final Six Traits lesson plan due		
Sunday	Final exam		