**Teaching the Tools and Practices of Writing across the Curriculum EC-6**

**EDRE 4860-15 (12728)**

Spring 2024, 3 credit hours (undergraduate)

**Instructor**: Doricka Menefee, Ph.D. **Email**: doricka.menefee@unt.edu

**Thursdays 1:00PM-3:50PM | Matthews Hall RM 114 Office Hours:** M/W by appointment only

**Course Description**

Writing, for so many of us, is a daunting task full of second-guessing, frustration, anxiety, and stress. We have been taught many rules and notions about what writing is, and how we should use it. While this class will no doubt discuss methodology for how to teach writing, the focus will instead be on *cuentos* or storytelling. We will focus on telling a story. Telling your story. Telling stories that matter to you about yourself or those that you love and care about. So, let us write to tell our stories this semester.

The purpose of this course is to provide preservice teachers with instruction and practice in the teaching of writing related to purpose, audience, and content. Emphasis is given to process writing and the teaching of writing in all content areas, including the use of technology and multiple modes, in order to introduce or give students practice with the writing conventions of a discipline and to help them gain familiarity and fluency with specific genres and formats typical of a given discipline.

**Course Prerequisites**

EDRE 3350; Admission to Teacher Education program; Concurrent enrollment in EDRE 4850; EDEE 4350; EDSP 4350; and EDCI 4010

**Course Goals**

* Develop an expanded understanding of writing and composing;
* Practice teaching writing using audience, purpose, and content to inform teaching;
* Engage in asset-based, appreciative assessment to plan for instruction;
* Consider the demands of composing in all content areas, genres, and modes, including technology and multimodalities;
* Develop an understanding of the interconnectedness of writing and reading.
* Develop an understanding of the content of the “science of reading”.

**Students will further explore:**

* Learning within a community of practice;
* Expansive vs restricted views of what counts as writing;
* Cultural and linguistic variation with humanizing pedagogies;
* Models for assessment of composing;
* Teaching as relational and responsive;
* Inquiry and reflection as essential to writing; and
* Reading and writing as reciprocal processes.

**Communication Practices**

Connect with me through email, through the message feature on Canvas, or by scheduling office hours. During peak times, my inbox stays full, so if you contact me and do not receive a response in one or two business days, please send me a follow up email. A gentle nudge is always appreciated 😊.

**Instructor feedback and response time**

* **Grading and feedback:** For minor weekly assignments, you can (generally) expect feedback within **7 days**. For major assignments, you can (generally) expect feedback within **10-14 days (about 2 weeks).**
* **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

**How this course works:**

**Mode of delivery:** This course meets in-person on Thursday from 1:00PM-3:50PM. We will meet in Matthews Hall 114.

**UNT Canvas:** This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content.  Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

You will be expected to log into the course on Canvas every week. During most weeks you will (probably) log in many times. This is where you will submit most of your assignments and receive feedback, as well as find supplementary course readings.

**Required Field Hours**

This course is part of Block B in the teacher preparation program. The students enrolled in this course are in classrooms for two days a week for the entire semester. The course sessions may be offered off-campus in a school site to provide opportunities for practicum experiences. This course is offered concurrently with the Reading course. Some of the assignments may connect.

## **Required/Recommended Materials**

## Required Textbook

**Bomer, K. and Arens, C. (2020). *Writing Workshop Essentials: Time, Choice, Response.* Portsmouth, NH: Heinemann.**

## Articles

* Additional readings will be drawn from the professional literature on writing and literacy. The readings will be posted on Canvas.

## Materials

* Writer’s Notebook
* Writing utensils (pen, pencil, laptop or tablet)

**E-6 Attendance Policy**

Attendance and participation in this class is required. This course is designed and organized to be highly collaborative and interactive. Our sessions will involve in-class writing activities as well as small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by activities, discussions and collaborations if you are not physically present or prepared for class.

[University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Also, this one excused absence must be accompanied by physical documentation. **Students must let the instructor know as soon as possible if they will** **be missing class.** It is the student’s responsibility to obtain all notes and handouts missed during their absence. **All assignments are due on dates indicated on the syllabus regardless of student absences.** A second absence will result in a loss of points from the total grade, and a third absence will lower final grade by one letter (see table below). In the event that a student misses **four (4) or more classes, they will receive a failing grade.**

Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). **Please note: it is the student’s responsibility to drop this course, if necessary.**

## **For courses offered 1 time per week:**

|  |  |
| --- | --- |
| **# of Absences** | **Number of participation points lost** |
| 0 – 1 | 0 pts. |
| 2 | 200 pts. |
| 3 | 200 pts. |
| 4 or more | You will automatically receive an F for your final grade |

**Participation (Professionalism and Engagement)**

Teachers are required to exhibit a high degree of professionalism with their students, colleagues, administrators, parents, and members of the community. Student teaching is a time for you to begin practicing professional characteristics such as, reliability, integrity, flexibility, punctuality, and openness as you work with your mentors and classmates. This translates to attending this “Teaching the Tools and Practices of Writing” class, arriving to class on time, being prepared by fulfilling all written assignments and responses from course readings, and engaging actively during in-class experiences.

**Assignment Breakdowns**

|  |  |
| --- | --- |
| **Course Assignment Breakdown** | |
| Professionalism and Engagement | 200 pts |
| In-Class Activities and Assignments | 400 pts |
| Attendance (5pts per day) | 80 pts |
| Writing Mini-Lessons and Reflection | 300 pts |
| Writing Portfolio and Reflections | 500 pts |
| Reading Responses (including Sketchnoting and Summative Haikus) | 150 pts |
| Literature and Writing Unit Inquiry | 400 pts |
| TOTAL | 1,950 pts |

Writing Mini-lessons and Written Reflections (including conference Recording, Analysis)

Students will create a writing mini-lesson and deliver it in small groups with classmates. Students will provide samples of teaching/student materials, corresponding TEKS, and accommodations. After delivering the lesson, students will write a short reflection of the lesson to turn in. Students will also be tasked with recording a writing conference with a child in their placement and write a brief response to the recording in class. As you analyze the writing conference recording, note the discourse patterns—who does the most talking? Does the child “lead” with a question or need? And what support does the teacher give the student?

Writing Portfolio and Reflections

Students will produce multiple “entries” in writing notebooks; multiple short drafts of writing pieces, using a variety of genres; and two writing projects (to include notebook entries, drafts with revisions, final draft, and reflection) to serve as a mentor text in their grade placement for their writing lesson and the joint Reading/Writing Unit. Writing samples will consider audience, purpose, and content including technology use and multiple modes. When preparing these pieces, it might be helpful to think of students as the audience.

Reading Responses, Small Group, and Whole Class Discussions

Every week, you will be responding to the readings for this course. These are important in helping you prepare for discussions we will have in class. These will be posted on Canvas by Wednesday night at 11:59pm before our class meeting each week. These original responses are a chance for you to begin to articulate and engage with the ideas covered in the articles and reflect on the novels you are reading. Included in these responses are writing, sketchnoting, multimodal, summative haikus, that will be the basis of all classroom discussions and instruction. In short, students will respond to the readings of this class in a variety of ways and post those responses to each week’s reading to Canvas. The written responses themselves should ***be no more than 300 words***.

Written Reading Responses should include:

* Adequately synthesize and reflect
* include memorable citations from the text with proper APA
* include 2-3 discussion questions about the text

These critical responses should be useful to you in the following ways:

1. Engage and critique readings
2. Provide a space to articulate your responses to the issues raised
3. Offer you an opportunity to reflect on the connections and/or tensions between the readings

**DUE: Wednesdays by 11:59PM**

Conventions Clubs

Students will form clubs and choose a writing convention to research and teach it to the class in an engaging way (a game, video, drama, mentor text demonstration).

Literature and Writing Unit Inquiry

This assignment will be shared with the Tools for Teaching Reading (EDRE 4850) course, and students will receive a point score for the reading portion and a point score for the writing portion. Students will develop a Literature and Writing Inquiry Unit to be taught during their student teaching. The assignment will build on work students completed during their Reading and Writing courses, and possibly also Science or Social Studies methods courses and will include one or more goals and objectives related to the UNT Teacher Education Program Core Commitments. Students will develop lessons in the Reading/Writing unit that incorporate a multimodal approach to include texts, media, art, music, and performance.

Grading Scale

|  |  |
| --- | --- |
| A | 100-90% |
| B | 89-80% |
| C | 79-70% |
| D | 69-60% |
| F | under 50% |

Assignments (Turning in and Late Work)

* **Turning in Assignments**: All written work that is turned into Canvas for evaluation or grading should be typewritten and should employ 1-inch margins on all sides, 12-point font, either Calibri or Times New Roman, and double spacing.
  + When submitting electronic copies, be sure to format your file so that it can be opened in Word or Adobe (.doc, .docx, or .pdf) and that **the file is titled with your name and assignment name**.
  + Use APA or MLA format for all papers and carefully proofread and edit. Look at the “References” tab in MS which automates the citing process.
* **Late Assignments**: All assignments must be turned in on the due date and by the time indicated.
  + Assignments turned in late will have a 10% deduction of points after the date and time indicated and for each calendar day after that. **After 5 days, late assignments will not be accepted.**
  + Flexibility is possible but only when advance arrangements are made, and only when there is a good reason (e.g., documented illness or emergency).

**NOTE**: This syllabus is for informational purposes regarding the anticipated course content and schedule of this course.  It addresses the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

**UNT Teacher Education Program Commitments**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

**Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

**Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

**Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

**Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas Core Commitments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Commitments** | **As Teachers** | **Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching. | **We value** and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine** schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating. | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy & Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value** and embody caring in all its forms- personal, social, cultural, linguistic, and ecological0 as essential to growing a positive learning and living environment. | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of a more just, more caring, and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of multiple communities- connected in ways that make our successes intertwined. | **We value** inclusive learning communities that connect us within and outside of our classrooms. | **We practice** humility throughout vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |

**STANDARDS:**

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning.

Standard 3--Content Knowledge and Expertise.

Standard 4--Learning Environment.

Standard 5--Data-Driven Practice.

Standard 6--Professional Practices and Responsibilities.

To locate the Science of Teaching Reading competencies addressed in this course, follow this link:

<https://www.tx.nesinc.com/content/docs/TX293_SciOfTeachingReading_PrepManual.pdf>

**STR Competencies**

    Competency 1 – B, C, E, J, K, L, O, Q

    Competency 5 – C, H, J

    Competency 6 – A, B, C, E, F, G, H, I

    Competency 7 – A, B, C, D, E, F

**EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:**

A full description of the standards and competencies can be accessed using this link: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

English, Language Arts and Reading EC-6 Standards (specific to this course):

• Standard VIII 8.1k-8.9k, 8.1s-8.12s (Development of Written Communication)

• Standard IX 9.1k-9.3k, 9.1s-9.4s (Writing Conventions)

* Standard X 10, 10 A, C, D, G, J, K, L, N Assessment and Instruction)

• Standard XI 11.1k-11.4k, 11.1s-11.6s (Research and Inquiry Skills)

* Standard XII   Competency 9, 9 C, D, E, F, G, H, I Viewing and Representing

**ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)**

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

**TEXAS COLLEGE AND CAREER READINESS STANDARDS**

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: <http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

**TECHNOLOGY APPLICATIONS**

[Technology Applications (All Beginning Teachers, PDF)](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539612985) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

*• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*

*• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*

*• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*

*• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012).>

## **How to Succeed in this Course**

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members can ask students to discuss such letters during their office hours to protect the student's privacy. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](https://www.unt.edu/success/) and explore [unt.edu/wellness](https://wellness.unt.edu/). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/).

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/ methods/means not one’s own, is prohibited. These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues. Course of actions include:

1. **Admonition:** The student may be issued a verbal or written warning.
2. **Educational Assignment:** The student may be required to perform additional coursework not required of other students in the specific course.
3. **Partial or No Credit for an Assignment or Assessment:** The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic misconduct.
4. **Course Failure:** The instructor may assign a failing grade for the course.
5. **Lower Grade:** The instructor may lower the student’s final grade by one letter grade.
6. **Probation:** A student may be placed on probation for up to two (2) long semesters. Students on probation may remain at the University but may be required to satisfy specific conditions or requirements, such as, report regularly to the AIO, or be barred from holding any office or participating in any activity in which the student represents the University or University-recognized student organizations, either within or outside the University community. The sanction of probation prohibits graduation until the probation period ends, and the student has complied with all AIO requirements.
7. **Suspension:** A student may be suspended from the University for up to one year, during which time the student is ineligible for the privileges associated with registration, including living in university housing. Suspension anticipates that the student may return once applicable conditions are satisfied.
8. **Expulsion from the University:** The student is removed from good standing with the Office of Academic Integrity and must leave the University permanently without an expectation of return to the University.
9. **Revocation of Degree:** The student’s official and unofficial transcript may reflect that revocation of degree assessed as an academic misconduct penalty.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Department Syllabus Statements

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648

**Acceptable Student Behavior**: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

**Attendance**: See the instructor’s attendance policy.

**Eagle Connect**: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptops**: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

**SPOT**: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the constructive feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Comprehensive Arts Program Policy**. The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy**. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.