

Teaching the Tools and Practices of Writing Across the Curriculum EDRE 4860.007 Fall 2023

Class Meeting: Mondays 2:30-5:20pm

Instructor Information

Dr. Rachel Ranschaert (she, her, hers)

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- Office: Matthews 205E
- Student hours: By appointment (in-person or via Zoom)

Course Description, Structure, and Objectives

Catalogue Description: 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 Goals

In this course, preservice teachers will:

- 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.

Course Prerequisites

EDRE 3350; Admission to Teacher Education Program.

Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010.

Required Field Hours

This course contains a required field experience at an off-site location for two full days each week. Some of your assignments will be coordinated in this practicum setting.

PLEASE NOTE: A Criminal Background Check is required.

Required/Recommended Materials

- 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.
- Technology requirements:
 - At times, we will be working on digital assignments together in class. Please bring a device to use for these activities.
 - 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>).

Course Requirements/Schedule

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate.

ASSIGNMENT OVERVIEW		
Assignment Name	Tentative Due Date	Percentage of Final Grade
Writing Mini Lesson & Reflection	October 15	15%
Writing Unit	November 17	20%
Writing Portfolio & Reflection	December 4	20%
Author's Craft Presentation	Ongoing	5%
Reading Responses & In-Class Activities	Ongoing	30%
Attendance, Participation, and Professionalism	Ongoing	10%
MAJOR ASSIGNMENT DESCRIPTIONS		
Writing Mini Lesson Students will create and deliver a writing minilesson, record a portion of their teaching while conducting the writing lesson, and then analyze the transcript. Students will create a transcript of the lesson including teacher and student talk, collect samples of teaching/student materials, and write a reflection of the lesson..		
Writing Unit Students will develop an Literature Inquiry Unit to be taught during their student teaching. The assignment will build on work students completed during their Reading and Writing, and possibly also Science or Social Studies methods courses, specifically related to social issues. Students will		

develop lessons in the Reading/Writing unit that incorporate a multimodal approach to include text, media, art, music, performance.
<p>Writing Portfolio and Reflection</p> <p>Your writing will be a central part of this course. You are expected to keep a writing journal and engage in writing activities throughout the semester. At the end of the semester, you will prepare a writing portfolio which contains 3-5 pieces of your writing which have gone through the writing process. You will also complete a reflection on writing and the teaching of writing.</p>
<p>Author's Craft Presentation</p> <p>During the semester, you (and a partner if you choose) will teach an element of author's craft to the class. In your presentation, you'll explain what the topic is, show how it appears in some mentor text, and model how you might teach it to children.</p>
<p>Reading Responses & In-Class Activities</p> <p>Students will read one textbook and multiple articles across the semester that will form the basis of all classroom discussions and instruction. Students will respond and post those responses to each week's reading in their writing notebook.</p>
<p>Attendance, Participation, and Professionalism</p> <p>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 includes attending 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.</p>

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Should class be cancelled assignments may be modified. [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

EVALUATION AND GRADING:
90-100% =A; 80-89% =B; 70-79%= C; 60-69%= D; Below 60%= F

Attendance

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve 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 discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' 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. In the event that a student misses four 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.

# of Absences	Total participation points for the class <i>(out of 10 points)</i>
0 - 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

How to Succeed in this Course

Communicating with your Professor

I am here to support your learning in and outside of our class meetings. Feel free to reach out to me with additional questions or for additional support.

Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m. Please plan accordingly! If you don't receive an update within the timeframe stated above, please send a follow up email. A gentle nudge is always appreciated!

Generative AI Statement

New Artificial Intelligence technologies (such as ChatGPT and similar programs) are developments we as teachers must address. It is important to be curious about these new tools and to understand their uses. However, this is a course about literacy, meaning that your critical thinking, your ideas, your reading, and

your writing are crucial. So, while some assignments may invite the use of online tools, you are expected to always submit your own original writing. Using AI or relying on the work of others is plagiarism.

ADA accommodation statement:

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 accommodations 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 have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Academic Integrity Standards

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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 and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

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.