Teaching the Tools and Practices of Writing
Across the Curriculum
EDRE 4860.012
Spring 2026

Class Meeting: Monday 1:00-3:50 pm

Instructor Information

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- Student hours: Monday 9am-1pm; 4pm-5:30pm

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;
- 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 4850; EDEE 4350; EDSP 4350; EDCI 4010.

Required Field Hours
This course contains a required field experience at an off-site location for two 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.
- Tompkins, G. *Teaching Writing: Balancing Process and Product (7th Edition)*
- Articles: Additional readings will be drawn from the professional literature on writing and literacy. The readings will be posted on Canvas.
- Technology requirements:
  - o   At times, we will be working on digital assignments together in class. Please bring a device to use for these activities.
  - o   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
Literacy Autobiography (shared with EDRE 4850)	January 26	5%
Curriculum Analysis (shared with EDRE 4850)	March 6	10%
Writing Micro Teach & Reflection	Ongoing	10%
Reading Responses	February 8 March 1 March 22 April 19	15%
Grammar Quizzes	March 2 April 20	10%
In-Class Activities	Ongoing	10%
Writing Presentation	April 27	10%
Case Study (shared with EDRE 4850)	May 5	20%

Attendance, Participation, and Professionalism	Ongoing	10%

MAJOR ASSIGNMENT DESCRIPTIONS

Literacy Autobiography
For this assignment, you will craft a writing autobiography that reflects on your experiences with writing both in and outside of school throughout your life. Consider how these experiences have shaped your attitudes, strengths, and challenges as a writer. Critically analyze how your voice was positioned in your writing education.

Curriculum Analysis
Students will analyze one reading and one writing lesson for their district-approved curriculum. Additional details will be posted to the Assignment Description on Canvas.

Writing Micro Teach and Reflection
During the semester, you will teach a writing mini lesson 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.

Case Study
This assignment aims to apply what you've learned in class about assessment and instruction with a young reader. You will need to plan to meet with the same elementary-aged student three times this semester. During your sessions with the student, you will select a variety of assessments to administer and then analyze the data. We will provide the assessments for you to choose from (e.g., Running Records, Spelling Inventories). Based on this analysis, you will write a report describing the student's current strengths and areas of need. Additional details will be posted to the Assignment Description on Canvas.

Writing Portfolio and Reflection
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 present 1 piece of your writing which has gone through the writing process. You will also complete a reflection on writing and the teaching of writing.

Reading Response Papers
Students are responsible for completing each week's readings prior to class meeting. These readings will be discussed and incorporated into each lesson. Then, at the end of each month, you will write a response paper incorporating your connections to the readings, moments of tension, and lingering questions.

In-Class Activities
Over the course of the semester, we will complete a variety of in-class activities that allow you to approximate curriculum planning, implementation, and assessment.

Attendance, Participation, and Professionalism
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.

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 *(out of 10 points)*
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 5:00 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

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments with guidance on responsible use. Acceptable tools include Grammarly, spellcheck, predictive text, speech-to-text, and translation tools. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools (such as Claude, ChatGPT, and Gemini, among others) is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

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 website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

Academic Integrity Standards

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

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.

Course Schedule

*This calendar is a living document and subject to change over the course of the semester.

Week #	Date	Topics	Assignments Due	TEA Ed. Prep Standards	
1	Jan. 12	Welcome, Course Overview	None	Literacy Self Portrait Introduction Interview Student Information Survey	8.1s, 8.2s
	Jan. 19	NO CLASS: MLK Day			
3	Jan. 26	Teaching Writing in 2025, Intro to Mini Lessons, Writing Process	1) Bomer & Arens, To Begin & Part 1, Time 2) Tompkins, Ch. 1	Literacy Autobiography	8.2k, 8.4k, 8.1s, 9.7k, 9.4s,
4	Feb. 2	Designing Writing Instruction	1) Bomer & Arens pt. 2: Choice 2) Eikholdt & Vitale-Reilly, Chapter 1 - What is a Minilesson and Why is it Mini?		8.1s, 8.2s, 8.3s, 9.7k, 9.4s
5	Feb. 9	Writing Development & Spelling	1) Ch. 1 in Tompkins, Rodgers & Rodgers, Literacy for the 21st Century: Balancing Reading and Writing Instruction. (provided on Canvas)	Reading Response #1	8.1k, 8.6k, 8.3s, 9.1k, 9.2k, 9.3k, 9.3s, 9.7k, 9.2s, 9.4s

			2) Additional readings posted on Canvas		
6	Feb. 16	Teaching Writing with Mentor Texts and Writer's Craft	1) *Reading Like a Writer i*n Anderson, C. (2022). What is a mentor text?. In . A teacher's guide to mentor texts: Grades K-5. Portsmouth, NH: Heinemann. (posted on Canvas) 2) Tompkins, ch. 4		9.7k, 9.4s, 9.6s
7	Feb. 23	Developing Strategic Writers	1) Tompkins ch. 3		9.7k, 9.4s, 9.6s
8	March 2	Differentiating Writing Instruction for All Learners	1) Articles posted on Canvas	Reading Response #2 Grammar Quiz #1	8.1k, 8.6k, 8.7k, 8.3s, 9.7k, 9.2s, 9.4s
9	March 9	Spring Break			
10	March 16	Curriculum Analysis (Asynchronous)	No readings	Curriculum Analysis Assignment Due	
11	March 23	Genres pt. 1: Narrative & Poetry	1) Tompkins ch. 7 & 8	Reading Response #3	8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
12	March 30	Genres pt. 2: Informational and Argumentative	1) Tompkins ch. 10 & 11		8.2k, 8.3k, 8.4k, 8.5k, 8.2s, 8.4s, 8.6s, 9.7k, 9.4s
13	April 6	Writing Conferences & Assessing Writing	1) Bomer & Arens, Response 2) Tompkins ch. 5		8.9k, 8.1s, 8.3s, 8.7s, 8.8s, 8.9s, 8.10s, 9.1s, 9.4s, 9.7s

14	April 13	Multimodal Writing and Technology	1) Readings to be posted on Canvas		8.8k, 8.5s, 9.4s
15	April 20	Cross Curricular Writing	1) Tompkins ch. 6 2) Additional article(s) posted on Canvas	Grammar Quiz #2 Reading Response #4	8.8k, 8.5s, 9.4s
16	April 27	Final Class & Celebration of Writing!	1) Bomer & Arens, Time, Choice, Response Across a School Year	Writing Presentation (in class)	
	May 4			Case Study Due	