

EDRE 4860, Section. 601.	
Teaching the Tools and Practices of Writing across the Curriculum	
Instructor: Dr. Rachel Ranschaert	Pronouns: she, her, hers
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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES

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

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

- 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.

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 TEXTBOOKS AND/OR MATERIALS

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.

Recommended Textbook:

Ahmed, S. K. (2018). *Being the change: Lessons and strategies to teach social comprehension*. Portsmouth, NH: Heinemann.

Materials:

*Writer's Notebook

*Writing utensils (pen, pencil, laptop or tablet)

EC-6 Attendance Policy

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 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 (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	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

MAJOR COURSE ASSIGNMENTS *

*There will be specific directions available for prior to each assignment due date, which will be housed in the "Course Assignments" module on Canvas.

Writing Minilesson, Conference Recording, Analysis and Written Reflection of Both (20%)

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. Students will also record a writing conference with a child and write a brief response to the recording in class. As you analyze the writing conference, 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 (20%)

Students will produce two short writing projects (to include notebook entries, drafts with revisions, final draft, and Reflection) to serve as mentor texts in their grade placement for their Writing Lesson and Thematic Inquiry Unit. Writing samples will consider audience, purpose, and content, as well as technology use and multiple modes. We will make a poem or personal narrative, and either a fictional narrative, informational or opinion/argument piece,. As you prepare these pieces, it might be helpful to think of your students as your audience.

Reading Responses, Small Group and Whole Class Discussions (20%)

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.

Literature and Writing Unit Inquiry (20%)

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 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.

Professionalism and Engagement (20%)

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.

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 ecological ⁰ 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.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

[Technology Applications \(All Beginning Teachers, PDF\)](#) 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]*

UNT's STANDARD SYLLABUS STATEMENTS:

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.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are

injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

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

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

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) 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.

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 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 deanofstudents.unt.edu/conduct.