COURSE PURPOSE

This course is designed for individuals who are interested in the teaching of writing, grades 5-12. The purpose of the course is to provide beginning teachers of English language arts with knowledge, pedagogy, and attitudes about composing processes. The course is based upon the current research, professional association guidelines (NCTE/IRA), state and national standards (CCSS and MT CCS), and best practices in the teaching of writing. This course prepares teachers to design, implement, and evaluate methods of writing instruction. The course also examines the relationships among writing instruction, curriculum, standards, and assessment. Through writing workshops, small group/large group discussions, and mini-teaching presentations, the course creates a community of writers who reflect upon their own and their students’ language, literacy, and learning.

This course embodies the UM College of Education’s Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course also embodies the UM College of Education’s Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

COURSE OBJECTIVES

To provide beginning teachers with the knowledge of written composition, including an understanding of and practice in
-- the composing processes
-- different forms of written discourse for different text types/purposes and different audiences
-- the effects of written language (including different levels of usage and dialects) upon purpose, audience, and comprehension
--identifying and assessing the developmental abilities of writers
--the role of grammar in improving writing instruction
--writing in different genres, formats, and interdisciplinary projects
--direct and indirect assessments and formative/summative assessments of writing

To provide beginning teachers with opportunities to
-- design, implement, and evaluate writing lessons and strategies that reflect current research in literacy and learning theory
-- experience different ways to organize students for effective whole-class, small group, and individual work
-- explore a variety of effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles
-- design and use writing to promote and assess students’ thinking, learning, and communication skills
-- interpret assessments of students’ writing to students, parents, and educators
To develop in beginning teachers the professional behaviors and dispositions that
-- all students can learn and are worthy of a teacher’s attention and assistance
-- all learners and languages/dialects have value and worth
-- teachers need to take informed stands on professional issues
-- teachers need to create communities of learners and encourage all students to become
  literate, creative, and responsible individuals
-- teachers need to model the value of writing as a way to learn and develop personally as well as
  a way to communicate with others

COURSE TOPICS
writing processes
designing effective writing assignments
responding to students and their writing interests and proficiencies
planning, organizing, conducting, and reflecting on writing workshops
peer response and collaborative editing groups for writing
teacher and student conferences on writing
formative and summative writing assessments (NAEP, Smarter Balanced Assessment Consortium)
criteria and holistic/analytic rubrics for assessing/evaluating writing
technology, media, and writing instruction
role of grammar in writing instruction
goals of school-wide writing program (writing across the curriculum)
relationship between writing and reading and the other language arts
research in the teaching of writing across the curriculum
state and national standards for writing and language (Montana Common Core Standards)

LEARNING OUTCOMES
Teacher candidates will value learning in the discipline, best practices, current research, and
professionalism to inform teaching writing at the middle and high school levels.
Teacher candidates will know how to plan and manage writing instruction for students,
create/select/use appropriate resources for teaching writing, and make effective
instructional decisions based on formative and summative writing assessments.
Teacher candidates will know multiple strategies for teaching and assessing their students’
literacy and writing proficiency.
Teacher candidates will value the principles of learning communities (integration of ideas,
cooperative endeavors, and respect for individual worth).
Teacher candidates will demonstrate professional behaviors and dispositions (diversity, equity,
fairness, and personal integrity).

REQUIREMENTS AND ASSIGNMENTS

1. Regular class attendance. If you must be absent, please inform the instructor. Also, contact
two other classmates to learn what was covered in your absence and what is expected for the next
class meeting.

2. Completion of daily assignments and participation in the workshops, including partnership/small
group work, peer response and editing groups, large class discussion, and teaching presentations.
3. Completion of all major assignments, including
   -- reviewing research and recommended methods in teaching writing
   -- designing writing assignments
   -- planning, writing, teaching, and reflecting on lesson plans for teaching writing
   -- providing feedback/assessing students' writing proficiencies based on criteria and rubrics

GRADUATE STUDENTS: Students enrolled for graduate credit must read an additional book or 10 articles on the teaching of writing, write a paper, and present this information to class. Graduate students may also choose to complete a project on a topic related to this course, such as attending sessions on writing instruction at the MEA-MFT/MATELA conference. Consult with the instructor about the project, the paper, and the presentation to class.

4. Professional membership:
   Required: Student membership in National Council of Teachers of English (NCTE)  www.ncte.org
   Recommended: Student membership in Montana Association of Teachers of English Language Arts (MATELA)  http://opi.mt.gov/MATELA

5. Course evaluation. On the final day of class, you will complete the IAS evaluation form and an open-ended written evaluation of the course and instructor.

CRITERIA FOR FINAL GRADE
Designing writing assignments (written)  15%
Book reviews of research & recommended methods  20%
Lesson Plans on Teaching Writing (written)  15%
Teaching a writing lesson & written reflection on project  15%
Responding to/ Assessing student writing OR
   Writing Coaches of Missoula  15%
Attendance, participation, homework,
   Final Course Synthesis Paper  20%

Graduate students are required to complete a graduate project.

COURSE POLICIES
1. Regular attendance and full participation are expected. Absences and/or lack of participation will affect the final grade.
2. Please consult this semester’s university class schedule for deadlines on fee payments, withdrawal deadlines, and other important dates.
3. You must elect to take this course for a traditional letter grade.
4. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code: life.umt.edu/vpsa/student_conduct.php
   Plagiarized work results in an automatic F in this course.
5. Late assignments may be penalized.
6. A grade of “Incomplete” may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student a) has been in regular attendance, b) has participated fully in class, and c) is currently passing the course. Please see university catalog for circumstances regarding incomplete grades.
7. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

REQUIRED CORE COURSE TEXTS:
6+1 TRAITS OF WRITING: THE COMPLETE GUIDE FOR GRADES 3 AND UP by Ruth Culham (Scholastic, 2003)
TEACHING ADOLESCENT WRITERS by Kelly Gallagher (Stenhouse, 2006)
IS IT DONE YET? TEACHING ADOLESCENTS THE ART OF REVISION by Barry Gilmore (Heinemann, 2007)

CHOICE TEXTS (Select one of these two texts based on your writing unit)
GET IT DONE! WRITING AND ANALYZING INFORMATIONAL TEXTS TO MAKE THINGS HAPPEN by Jeffrey Wilhelm, Michael Smith, and James Fredricksen (Heinemann, 2012)
OH, YEAH? PUTTING ARGUMENT TO WORK BOTH IN SCHOOL AND OUT by Michael Smith, Jeffrey Wilhelm, and James Fredricksen (Heinemann, 2012)

Other important resources:
EFFECTIVE STRATEGIES FOR ENGAGING MIDDLE SCHOOL STUDENTS IN WRITING AND GRAMMAR INSTRUCTION by Beverly Ann Chin (William H. Sadlier, 2008)


BEST PRACTICES FOR TEACHING GRAMMAR AT THE ELEMENTARY GRADES by Beverly Ann Chin (William H. Sadlier, 2008)

TEACHING MEANINGFUL REVISION: DEVELOPING AND DEEPENING STUDENTS’ WRITING by Beverly Ann Chin (William H. Sadlier, 2009)

TEACHING WRITING IN THE CONTEXT OF COMMON CORE STATE STANDARDS by Beverly Ann Chin (William H. Sadlier, 2011)

The above articles are available at http://www.sadlier-oxford.com/prof_development.cfm

STANDARDS FOR THE ENGLISH LANGUAGE ARTS (NCTE and IRA, 1996)  
http://www.ncte.org/standards
COMMON CORE STATE STANDARDS http://www.corestandards.org
MONTANA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS  
THE NATION’S REPORT CARD—WRITING 2011 (Beverly Ann Chin, Senior Project Director)  