



RDG 528-01W Integrating Writing Summer I 2022

Instructor: Laura E. Slay, Ph.D.

Office Location: Online

Office Hours: By appointment

Office Phone:

Office Fax:

University Email Address: Laura.Slay@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: *Emails will be answered within 24 hours; all emails sent after 5:00pm on Fridays will be answered on Monday.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Tompkins, (2019). Teaching writing: Balancing product and process. Pearson.

Optional:

MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.) (2006). *Handbook of writing research*. New York: The Guilford Press.

Spandel, V. (2013). *Creating writers: 6 traits, process, workshop and literature (sixth edition)*. Boston: Pearson.

Course Description:

This course is designed to study the various components, as well as, how to assess writing, and how to enhance the learning process using writing as a tool for comprehension. The course will study various components including: writing research, writing stages, writing process, writing assessment, variety of writing genres, and personal writing practices.

Student Learning Outcomes:

In this course, we will examine these topics: writing and its instruction, writing as a meaning-making endeavor, writing as reflective and reflexive practice, writing and assessment. In addition, we will explore the teacher's role in supporting diverse learners (i.e., English Learners,

Special Education) in the classroom. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

1. The learner will explain the developmental writing processes (emergent and preliteracy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing and media viewing) and then be able to design a variety of opportunities for students.
2. The learner will identify a variety of practices and procedures to plan and implement instruction in English language arts and writing in particular that are responsive to the strengths and needs of students with various abilities.
3. The learner will explain the writing process and be able to use it with in-class assignments.
4. The learner will be able to identify opportunities to use writing in the content areas (math, science, social studies) to promote meaning-making.
5. The learner will be able to create opportunities for students to use writing to enhance learning, meaning-making, and comprehension.
6. The learner will identify technology that can assist in planning and managing of reading and writing instruction.
7. The learner will be able to identify, interpret, and understand the developmental writing continuum of students.
8. The learner will be able to use writing to express their ideas clearly and coherently both in their assignments and in discussion posts.
9. The learner will evaluate and adjust the preceding elements of writing to meet the needs of English Language Learners.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course occurs in a digital learning environment designed with a module format. All modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. Late work will not be accepted. Therefore you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow my CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

Reflections: The student may be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

Written tasks: Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Projects are to be completed and turned in according to the due dates posted in e-College for each module. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Grading

I make it a personal goal to grade module assignments within one week after due dates. e-College provides you with a current grade average so you can monitor your course grade at any time during the semester.

Grading:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Online Attendance is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that online attendance is important!

Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-mail Address

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2. Professionalism: You will be evaluated on your growth in becoming a professional teacher. You must:

a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.

b. **Demonstrate professionalism:** This will be done by:

(a) attending **ALL** classes,

(b) paying attention,

(c) participating actively and constructively,

(d) being responsible and prepared,

(e) being an equal partner in group work,

(f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),

(g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.

Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

c. **Cell phones/IPODs:** These items must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. If you are using a phone without letting the teacher know you have an emergency situation, ten points will be deducted each time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

d. **Arriving to class on Time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly. **Remember if you are late and/or leave early three times, it is considered one absence.**

3. Written Assignments: All written assignments are expected to exhibit **professional quality**. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE**

PERFECT. Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

b. Academic Integrity/Honest Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

1. **ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

2. Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

3. Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

4. MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

5. eCollege: eCollege will be used for this course.

COURSE OUTLINE / CALENDAR

Schedule for summer 2018: Module topics/dates are tentative and subject to change. Requirements for each module will include a Reading Assignment and the following Assignments: Performance Project, Discussion, and Quiz. Pay attention to the due dates that are different for each module.

Module 1: Writing and its Instruction

Module 1– Reading and Assignments Due

Module 2: Writing— the Basics

Module 2 – Reading and Assignments Due

Module 3: Writing in the ELA and Content Area Classroom

Module 3 – Reading and Assignments Due

Module 4: Reading and Writing Nexus

Module 4 – Reading and Assignments Due

Module 5: Writing Instruction for the 21st Century

Module 5 – Reading and Assignments Due

FINAL Project