RDG 528.0W1 Centering and Integrating Authentic Writing Experiences in the Literacy Classroom

COURSE SYLLABUS: SUMMER II, 2025

INSTRUCTOR INFORMATION

Instructor: Melanie Loewenstein, Ph.D., Assistant Professor
Office Location: Online
Office Hours: By appointment or online
Class Location: Online & Scheduled Zoom Meeting
University Email Address: Melanie.Loewenstein@etamu.edu
Preferred Form of Communication: email
Communication Response Time: *Emails will be answered within 48 hours; emails sent after 5:00 pm on Fridays will be answered on Monday.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Keene, E. O. (2022). *The Literacy Studio: Redesigning the Workshop for Readers and Writers.* Heinemann.

Koutrakos, P. (2022). *Mentor texts that multitask: A less-is-more approach to integrated literacy instruction.* Corwin Literacy.

Other required reading will be available through the Waters Library at no cost.
Optional Texts and/or Materials

Harper, R. (2022). *Write now & write on: Grades 6-12.* Corwin Literacy. Harwayne, S.

(2022). *Above and Beyond the Writing Workshop.* Stenhouse Publishers.

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

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

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

Course Description

This course is designed to develop an understanding of the writing process and how it is taught in a writing workshop environment. Students will learn about the reciprocity between reading and writing instruction and explore ways to authentically use writing across the genres to enhance reading comprehension of literary and expository texts. In this course, students will learn how to support culturally and linguistically diverse literacy learners at different stages of the writing process. Students will learn and apply assessment principles, and strategies that help develop proficient writers.

Student Learning Outcomes

At the completion of the course, students should be able to:

1. Demonstrate understanding of the reciprocal nature of reading and writing, the developmental writing processes (from emergent literacy to proficient stages), and their connection to other communication systems.

2. Demonstrates knowledge of a variety of instructional opportunities that support the diverse abilities and needs of students, particularly in English language arts and writing.

3. Identify and implement opportunities for integrating writing into various content

areas to enhance meaning-making and comprehension.

4. Create meaningful and joyful writing experiences that promote learning, literary response, and comprehension.

5. Explore creative, artistic, dramatic, and technological strategies for planning, managing, and representing student learning in reading and writing instruction.

6. Develop proficiency in monitoring and assessing student writing development, including opportunities for self-evaluation and peer feedback.

7. Use inquiry and the writing process effectively to write across multiple genres of reading and writing.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be prepared to use the learning management system (D2L Brightspace), Microsoft Office software, presentation and graphics programs, Google Suite of office tools and apps, chat programs such as Adobe Connect and Zoom, VoiceThread, Padlet, and a blogging platform of your choice.

Instructional Methods

This course is delivered 100% online and includes a weekly synchronous Zoom meeting with the group and/or Dr. Slay. Group meetings will be recorded if you are unable to attend. Modules include lectures, inquiry-based discussions, reflective writing, and individual assignments. Expect to spend an average of 20 - 30 hours per week completing readings and assignments.

The course is organized into modules and uses an inquiry and multimodal learning approach. Each module contains reading assignments, recorded lectures, partner work, and individual activities designed to support the acquisition of theoretical knowledge, instructional resources, and applied learning experiences appropriate for integrated reading and writing instruction across K-12 grade levels.

Student Responsibilities or Tips for Success in the Course

1. Read the syllabus and course schedule. Mark important dates on a calendar or planner. Know the policies and follow them. Read assignment details carefully and follow them exactly.
2. Set notifications in D2L to automatically receive announcements and course updates. Check announcements in D2L Brightspace regularly. I post a

    announcements and updates weekly and as needed.
3. Email me for personal concerns. If you'd like to have a virtual discussion with me, I'm happy to schedule a time for us to meet using Zoom.
4. Get your course texts right away and complete all assigned readings throughout the semester.
5. You are expected to use APA-7 style for documenting sources in this course and other graduate courses in the College of Education. There is an APA folder in D2L Brightspace. The documents in this folder will help you learn APA formatting rules if you use them. You should consult these documents to learn the correct style before submitting any work.
6. There is a TAMUC-Online Writing Lab. Use this lab, especially if you struggle with writing.
7. You will also need to use the virtual services of the TAMUC Library. Get acquainted with accessing assigned readings and other library resources.
8. All documents related to the course are posted in D2L Brightspace.
9. The course is divided into 4 modules with several due dates within each module. There is a major assignment that you will work on throughout the course of the semester.
10. Grades are posted in D2L Brightspace. You should expect grades to be posted within 7 days after assignments are due.
11. It is your responsibility to make sure your assignments are submitted correctly and on-time and that you have communicated with the instructor before the assignment due date if an extension is needed.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & > Points

The syllabus/schedule are subject to change.

Assessments

1. **Assignments.** Activities will be posted in each module to check understanding. All assignments are due by the end of the module.

2. **Reflection and Discussion.** Reflection and discussion is a vital part of learning and growing. Each module will provide the opportunity for social learning through conversation.

3. **Engagement and Active Learning.** Participation fosters active engagement in the learning process and toward building a learning community. Timely and meaningful interaction with peers is a minimum expectation in this online course.

Assignment	Point Value
Weekly Discussions	100
Writing Theories, Models & Instruction Matrix	100
Annotated Mentor Text Set	100
Major Assignment: Multigrenre Inquiry Blog	200

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_suppo rt.htm

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Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Accou nt.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

Please know that I, your instructor, welcome your questions and concerns. Please stay in contact with me for assignment clarifications, to offer feedback, and/or to update me on your status that may impact your success with this course. The best way to reach me is through email: Melanie.Loewenstein@etamu.edu

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This course allows students to work through each module at their own pace. However, all assignments, quizzes, and discussion board posts must be submitted by the due date, unless prior arrangements have been made with the course instructor.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

Students with Disabilities-- 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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](#)

Nondiscrimination Notice

Texas A&M University-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.

The syllabus/schedule are subject to change.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Module	Dates
Module 1: Theories and Modules of Writing • *The Literacy Studio Ch. 1-2* • Discussion & **Multigenre Inquiry Blog • Theories, Models & Instruction Matrix	Week #1
Module 2: Instruction & Assessment in Writing • *The Literacy Studio, Ch. 3-4* • Discussion & **Multigenre Inquiry Blog • Case Study Discussion	Week #2
Module 3: Types and Purposes of Writing • *The Literacy Studio Ch. 5-6* • Discussion & **Multigenre Inquiry Blog • Annotated Mentor Text Set	Week #3

Module 4: Writing and Special Populations • *The Literacy Studio Ch. 7-8* • Discussion & **Multigenre Inquiry Blog • Multigenre Inquiry Blog Final Post	Week #4

<u>AI Use in Course</u>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visitwww.tamuc.edu/counsel