

**ED PS 5005/6005**  
**Writing Instruction and Assessment: A Hybrid Course**  
**Room SAEC 2155**  
**Wednesday 12:55 – 3:55**

**Syllabus**

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Hours: Before or after class, or by appointment

**Course Description and Objectives**

The purpose of this course is to provide students with knowledge of writing pedagogy and how to apply that pedagogy in classrooms of diverse students. This course is a requirement for the Teacher Education program and covers topics relevant for teacher candidates who are interested in grades K-6. The five learning objectives for the course have been derived from the standards identified by the International Reading Association (IRA) Standards for classroom teachers grades K-6 and the K-5 Common Core State Standards for English Language Literacy—College and Career Readiness Anchor Standards for Writing. A description of the standards is contained in the Appendix.

Objective 1: Foundations in writing processes

Students will acquire knowledge of psychological, sociological, and linguistic foundations of writing processes.

Objective 2: Curriculum Strategies and Instructional Materials

Students will learn to use: (a) instructional grouping options as appropriate for accomplishing different purposes, (b) a range of appropriate instructional practices, approaches, and methods including technology-based practices, for learners of different stages of development and from differing cultural and linguistic backgrounds, and (c) a range of curriculum materials for effective writing instruction for learners at different stages of writing development and from different cultural and linguistic backgrounds.

Objective 3: Assessment, Diagnosis, and Evaluation

Students will learn to select and administer appropriate formal and informal assessments, including technology-based assessments, and will learn to diagnose, and evaluate assessment information to place students along a continuum of writing development.

Objective 4: Creating a Literate Environment

Students will learn to use students' interests, reading abilities and backgrounds as foundations for developing a writing program that encourages writing as a valued lifelong activity.

Objective 5: Professional Development

Students will learn to work with colleagues to observe, evaluate, and provide feedback on each other's practices in the teaching of writing.

Being proficient at writing is an essential ingredient for teaching writing. A common classroom occurrence is that teachers often deemphasize writing in their classrooms or replace it altogether with other learning activities because of their own low writing self-efficacy or self-concept.

Therefore, another objective of the course is to build your writing expertise by requiring a variety of written assignments. Because of the strong emphasis on writing, completion of the course satisfies 3 credits of the General Education, Communication and Writing requirement for undergraduates at the University of Utah. These writing activities also will serve as a way for you to experience firsthand how writing can promote learning, particularly your own learning of the course material.

Writing is perhaps one of the most difficult skills that your K-6 students will be asked to master, and because a large component of writing overlaps with reading, their mastery of writing will depend on their mastery of reading and vice versa. Therefore, this course is offered in combination with your required reading methods courses: ED PS 5315, Reading Foundations and Methods I and ED PS 5320, Reading Foundations and Methods II. A final objective of the course is to integrate content across these courses so that the learning you gain from them will provide you with the competencies necessary to instruct literacy processes to broadly diverse student populations.

### **Pre-Service Teacher Professionalism**

Students in this course are expected to meet the Fitness to Teach criteria located at: [http://uite.utah.edu/\\_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf](http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf)

### **Approach**

The pedagogical foundation for this course is problem-based learning (PBL), which is a type of inquiry-based learning. Problem-based learning has been shown to be an effective instructional approach to get students thinking more deeply about the material and skills they are learning. There are seven defining characteristics of PBL: (a) as the starting point for learning, problems are introduced that are relevant, authentic, and grounded in a specific context; (b) learning occurs in small collaborative groups; (c) students are cognitively engaged in sense-making, developing evidence-based explanations, communicating ideas, and using inquiry activities that involve multiple resources; (d) flexible scaffolding is provided by the instructor, (e) a variety of instructional delivery modes are used, (e) learning is student initiated and sustained with an emphasis on defending and revising ideas and solutions; and (f) students are provided with timely and meaningful feedback upon student learning. The teacher supports students' learning by: (a) transmitting subject matter, (b) providing explanations, (c) directing students toward what is important, (d) engaging in pedagogically purposeful conversations with students, (e) encouraging students and rewarding them, and (f) providing formative and summative feedback.

Given these defining characteristics of PBL, the course is ideally suited for a hybrid format supported by the various functions available in Canvas. Using materials and scaffolding provided by the instructor, students will be presented with authentic problems that will be worked on and solved in collaborative discussion groups out of class. Students will then come together for in-class discussions of the key concepts embedded in the problems and of the solutions each group has been deriving.

The course is organized around seven problems that will be assigned across the semester. A problem will be assigned and clarified in class on Wednesday, and student groups will have the following two weeks until the next in-class session to work on the problem, which will then be discussed during that in-class session. Each student group will have an additional two days to write their solution to the problem in four-page papers and submit the papers to the instructor and

other groups on Friday. In sum, the course will be organized with one week of in-class work, followed by one week of out-of-class collaborative work, followed by one week of in-class discussion. Each problem will be supported by a diverse collection of course materials that will be organized in a learning module in Canvas. These materials consist of articles, narrated lectures in PowerPoint, videos, quizzes, and “hints” provided by the teacher.

## Requirements

Students are expected to complete seven course requirements:

- 1) Readings are assigned for each module
- 2) PowerPoint lectures are assigned for each module
- 3) Quizzes are assigned to accompany the readings and PowerPoints
- 4) Attendance at all in-class sessions
- 5) Seven 4-page papers written collaboratively in small groups
- 6) Term paper written collaboratively in small groups or individually
- 7) Two examinations.

### 1) Required readings.

Each week there are one or two required readings. To give you a broader and more complete perspective on teaching writing, the readings have been culled from a wide variety of textbooks. The readings are in PDF format and can be downloaded from Canvas.

### 2) Narrated PowerPoint

There are narrated PowerPoint lectures for each module. These lectures have been streamed so that you can watch them on any electronic device that permits streamed videos. Lectures can be played and replayed as many times and at any time you choose.

### 3) Quizzes

For each module there is a quiz designed to point you to the more important ideas contained in the readings and PowerPoint lecture. You should take the quiz as you are reading articles and listening to the lecture. The intention behind the quizzes is to provide a formative assessment of your understanding of the ideas contained in the readings and lectures.

### 4) Attendance

Because your out-of-class learning will be clarified and expanded during the in-class sessions, you must attend all in-class sessions. If you have a legitimate excuse, please notify the instructor that you cannot make an in-class session.

### 5) 4-Page Papers

For each of the seven problems presented to you, you will work out of class in small collaborative groups (3 students) to solve the problem. The recommended procedure to follow when solving the problems is:

- a) Read the problem and be sure you understand it (ask the instructor if you don't).
- b) Read the assigned readings for the problem in the order in which they are recommended.
- c) View the narrated PowerPoint lecture.
- d) As you are reading and viewing the PowerPoint lecture, use the quiz to help guide your attention to the more important elements contained in them. The quiz is intended to help scaffold your learning from these sources.

- e) Collaborate with your group members on a solution to the problem. Keep in mind that there is no one correct answer to the problem, so your group members can bring different perspectives to the problem solution.
- f) Begin to write your answer in collaboration with your group members.
- g) "Hints" will be provided by the instructor throughout the week to help scaffold your thinking about the problem. Be sure to use these hints to derive a solution.
- h) Submit your four-page written answer to the instructor and the other groups in the class on the assigned date.

Each collaborative group will write the solution to the problem in four-page papers (12 point font, 1 inch margins, double spaced), submit the papers to the instructor and other groups, and discuss them in class the following week. The grade assigned to the paper will be the grade assigned to each of the members of the group. Groups will receive feedback based on three criteria: quality of content, quality of writing, and how well you address the assigned problem. Each criterion is worth 1-to-5 points for a total of 15 points. If you are not satisfied with your grade on a paper, you may revise the paper and resubmit it for a higher grade. You have one week to revise and resubmit a paper.

6) Term paper.

Option One or Two.

Option One: Working individually or in groups of up to three students, develop a writing program for a grade level you intend to teach. Find additional readings (journal articles or book chapters) that represent empirical, theoretical, or instructional aspects of writing practices. Find six additional readings if you are enrolled in this course at the 5005 level or ten additional readings if you are enrolled in this course at the 6005 level. These six or ten articles should provide strong guidance for you in what practices you will use and how those practices are to be implemented in the classroom. Before searching for the additional readings, be sure to discuss your general ideas about the program with the instructor.

Write a paper detailing your writing program (10 pages in length if you are enrolled in this course at the 5005 level or 12 pages in length if you are enrolled in this course at the 6005 level). Use 1-inch margins, 12 point font, and double-spacing. In this paper, you are to synthesize and integrate as many of the readings from the course as possible with the articles you have chosen. The purpose of this writing exercise is to encourage students to think more deeply about the content of the course and to use the content to bring greater understanding to how writing should be instructed in the classroom. American Psychological Association (APA) writing guidelines are required. If you are not familiar with these guidelines, see the APA Manual 6<sup>th</sup> Edition or the following websites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

or

<http://owl.english.purdue.edu/owl/resource/669/01/>

Papers will be evaluated on 6 criteria for a total of 100 points: Quality of Content 60, Quality of Writing 20, Following APA Formatting 5, Length 5, Use of Readings from the course 5, and outside sources 5.

Option Two: Working individually or in groups of up to three students, identify a topic on writing that is of interest to you and of relevance to the course. Find additional readings (journal articles or book chapters) that represent either empirical or theoretical issues concerning your identified topic on writing. Find six additional readings if you are enrolled in this course at the 5005 level or ten additional readings if you are enrolled in this course at the 6005 level. Before searching for the additional readings, be sure to discuss your topic selection with the instructor.

Write a paper (10 pages in length if you are enrolled in this course at the 5005 level or 12 pages in length if you are enrolled in this course at the 6005 level). Use 1-inch margins, 12 point font, and double spacing. In this paper, you are to synthesize and integrate as many of the readings from the course as possible with the articles you have chosen. The purpose of this writing exercise is to encourage students to think more deeply about the content of the course and to use the content to bring greater understanding to the topics they have identified as important to them. American Psychological Association (APA) writing guidelines are required. If you are not familiar with these guidelines, see the APA Manual 5<sup>th</sup> edition or the URL's given above.

Papers will be evaluated on 6 criteria for a total of 100 points: Quality of Content 60, Quality of Writing 20, Following APA Formatting 5, Length 5, Use of Readings from the course 5, and outside sources 5.

#### 7) Examinations.

There will be two required examinations. The first examination will be on October 7, 2014 and will cover material from the first half of the semester, the second exam will be on December 18 and will cover material from the last half of the class. Both exams will consist of a combination of true/false, multiple-choice, and short-answer questions.

#### **Grades**

Each of the course requirements will be worth a predetermined number of points. A letter grade will be assigned to each requirement according to the percentage of the total points you earn.

The following schedule will be used: 100-95% = A; 94-92% = A-; 91-88% = B+; 87-84% = B; 83-80% = B-; 79-76% = C+; 75-72% = C; 71-68% = C-; 67-64% = D+; 63-60% = D; below 60% = F. Your final grade for the course will be an average of your grades from five of the course requirements weighted in the following way:

1) Seven problem-solving papers	25%
2) Quizzes	15%
3) Term paper	25%
4) Examinations.	25%
5) Attendance	10%

## Course Schedule

Date	Problems and Assignments	IRA Stand.	Common Core State Standard
Week 1 Aug.26 In class	<p><b>Assignment Problem One: The Development of Beginning Writing</b></p> <p><b>Read:</b> Griffith, P. L., Beach, S. A., Ruan, J, &amp; Dunn, L. (2008). Literacy for young children: A guide for early childhood educators. Chapter 5: Writing (pp. 83-113). Thousand Oaks, CA: Corwin Press.</p> <p><b>Read:</b> Jalango, M. R. (2000). Early childhood language arts, second edition. Chapter 6: Facilitating children's expression through drawing and writing (pp. 130-160). Needham Heights, MA: Allyn &amp; Bacon.</p> <p><b>Read:</b> Howe, M. L. (2003). Memories from the cradle. Current Directions in Psychological Science, 12, 62-65.</p>	1.1 4.1	4 5
Week 3 Sept. 9 In class	<p><b>Discussion of Problem One</b>            (Solutions due 9/11/15 5:00 pm)</p> <p><b>Assignment Problem Two: The Writing Process</b></p> <p><b>Read:</b> Tompkins, G. E. (2007). Literacy for the 21<sup>st</sup> century: Teaching reading and writing in prekindergarten through grade 4. Chapter 11: Scaffolding children's writing development (pp. 284-309). Upper Saddle River, NJ: Pearson</p>	1.1 2.2 2.3 4.1 4.3	4 5 6 10

Week 5 Sept. 23 In class	<b>Discussion of Problem Two</b> (Solutions are due 9/25/15 5:00 pm)  <b>Assignment of Problem Three: Assessment</b>  <b>Read:</b> Spandel, V. (2008). Creating young writers: Using the six traits to enrich writing process in primary classrooms. Chapter 4: Trait by trait—more ideas for teaching (pp. 108-148). Boston, MA: Pearson Education.  <b>Read:</b> Hughey, J. B., & Slack, C. (2001). Teaching children to write: Theory into practice. Chapter 3: Writing assessment (pp. 64-107). Upper Saddle River, NJ: Prentice–Hall.	1.1 3.1 3.2 3.3 5.3	10
Week 7 Oct. 7 In class	<b>MID-TERM EXAM</b>  <b>Discussion of Problem Three</b> (Solutions are due 10/09/15 5:00 pm)  <b>Assignment of Problem Four: Writer’s Workshop and Thematic Units</b>  <b>Read:</b> Tompkins, G. E. (2008). Teaching writing: Balancing process and product. Chapter 2: Writing workshop (pp. 30-51). Upper Saddle River, NJ: Pearson.  <b>Read:</b> Tompkins, G. E. (2006). Literacy for the 21 <sup>st</sup> century: A balanced approach, fourth edition. Chapter 14: Reading and writing in the content areas (pp. 425-465). Upper Saddle River, NJ: Pearson.	2.1 2.2 2.3 3.3 4.1 4.3	1 2 3 4 5 6 7 8 9 10
<b>Fall Break: Sun-Sun, October 11-18</b>			

<p>Week 9 Oct. 28 In class</p>	<p><b>Discussion of Problem Four</b> (Solutions are due 10/30/15 5:00 pm)</p> <p><b>Assignment of Problem Five: Helping Students with Special Needs and Basic Writers</b></p> <p><b>Read:</b> Graham, J., &amp; Kelly, A. (2003). Writing under control. Chapter 8: Specific learning difficulties in writing (pp. 160-172). Great Britain: David Fulton Publishers.</p> <p><b>Read:</b> Strong, W. (2006). Write for insight. Chapter 4: Helping basic writers succeed (pp. 60-77). Boston, MA: Pearson.</p> <p><b>Read:</b> Dysgraphia</p>	<p>1.1 2.1 2.2 2.3 3.2 3.3 4.1 4.2</p>	<p>4 5 6 10</p>
<p>Week 11 Nov. 11 In class</p>	<p><b>Discussion of Problem Five</b> (Solutions are due 11/13/15 5:00 pm)</p> <p><b>Assignment of Problem Six: Revision</b></p> <p><b>Read:</b> Cramer, R. L. (2001). Creative Power: The nature and nurture of children's writing. Chapter 5: Revising: Making writing better (pp. 97-138). New York: Longman.</p>	<p>1.1 2.2 3.1 4.1 4.3</p>	<p>4 5 6 10</p>



Week 13 Nov. 25 In class	<b>Discussion of Problem Six</b> (Solutions are due 11/30/15 5:00 pm)	2.1	1
		2.2	2
		2.3	3
	<b>Assignment of Problem Seven:</b> Designing Writing Assignments	3.3	4
		4.1	5
		4.3	7
	<b>Read:</b> Soven, M. I. (1999). Teaching writing in middle and secondary schools: Theory, research, and practice. Chapter 6: Designing writing assignments (pp. 135-156). Needham Heights, MA: Allyn & Bacon.		8
			9
			10

Week 15 Dec. 9 In class	<b>Discussion of Problem Seven</b> (Solutions are due 12/11/15 5:00 pm)		
	<b>FINAL EXAMINATION</b>  <b>Friday, December 18, 1:00-3:00</b>		
	<b>PAPERS ARE DUE</b> <b>Friday, December 18, 5:00</b> (Late papers will not be accepted)		

#### ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

#### Faculty Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Section II of the Code. The Code also specifies proscribed conduct that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

## **Appendix**

### **Knowledge and Skills for Classroom Teachers**

This course meets the following International Reading Association (IRA) Standards for classroom teachers grades K-6.

#### Standard 1: Foundations

- 1.1 Demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes

#### Standard 2: Curriculum Strategies and Instructional Materials

- 2.1 Use instructional grouping options as appropriate for accomplishing different purposes.
- 2.2 Use a wide range of appropriate instructional practices, approaches, and methods including technology-based practices, for learners of different stages of development and from differing cultural and linguistic backgrounds.
- 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

#### Standard 3: Assessment, Diagnosis, and Evaluation

- 3.1 Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.
- 3.2 Compare, contrast, and analyze information and assessment results to place students along a continuum.
- 3.3 Analyze, compare, contrast, and use assessment results to plan, evaluate, and review effective instruction for all students within an assessment/evaluation/instructional cycle.

#### Standard 4: Creating a Literate Environment

- 4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.
- 4.3 Model reading and writing enthusiastically as valued lifelong activities.

#### Standard 5: Professional Development

- 5.2 Continue to pursue the development of professional knowledge and dispositions.
- 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

**K-5 Common Core Standards for English Language Arts & Literacy  
College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.