



*Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.*

**EDPS 5005/6005  
Writing Instruction  
Grades K-6**

**Fall 2015**

**Tuesday 4:35 – 7:05**

**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 you with knowledge of writing practices and skills to apply those practices in classrooms of diverse students. Writing Instruction and Assessment will cover topics relevant for teacher candidates who are interested in grades K-6. The topics to be covered in the course include: writing theory, writing development, early writing practices, writing strategies, assessment, peer review, writing-to-learn, and writing instruction for English Language Learners and students with learning difficulties. The course has been designed to meet both 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. The objective for each week of the course is to acquire the content specified by the standards that are targeted for the week and specified in the course schedule. A description of the standards is contained in the Appendix.

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 wide 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.

### **Approach**

Each class period will consist of lecture/discussion, student-led inquiry, and writing activities. During most class periods, students will engage in a writing activity that will serve to stimulate class discussion of the writing methods being instructed that day. Also, once a week, a portion of the class period will be used to discuss the assigned writing reaction paper, with particular emphasis given to how the type of writing affected learning.

### **CANVAS Component**

There is a CANVAS component that accompanies this course. CANVAS provides several online tools that you will find helpful. Much of the work that is required for this course is available online, and you will be expected to participate in the online components. For example, written assignments and other projects will be completed using the online functions.

### **Accept a course invitation from Canvas**

- 1- After you've been invited to or enrolled in a Canvas course, you will receive an email with information similar to this:

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**Subject:** Course Invitation

**From:** Instructure Canvas <notifications@instructure.com>

**Date:** Today's Date

You've been invited to participate in the course, Intro to Skateboarding, as a Student.

Name: Jessica Student

Email: yourid@institution.edu

Visit the course page here:

[http://canvas-support.instructure.com/courses/course\\_id?invitation=longurlstring](http://canvas-support.instructure.com/courses/course_id?invitation=longurlstring)

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Click the link (or copy and paste the url into your web browser) to accept the course invitation.

- 2- OR To login to Canvas, go to <http://utah.edu>, Select CIS (Campus Information System) from the menu, Logon with your UID and password, Select this course, and you will be taken to Canvas,
- 3- You can go directly to Canvas via: <https://uonline.utah.edu/canvas/>. If you have multiple courses in Canvas, select this course from the list under Courses in the top menu.

### **Requirements**

Students are expected to complete five course requirements:

- 1) Required Readings
  - 2) Required Writing in Reaction Papers
  - 3) Attendance and Daily Participation.
  - 4) Term Paper
  - 5) 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 or read directly on CANVAS. Because you will likely need the readings for classroom use, you are encouraged to download and print them. The required reaction papers are to be based on the readings for each week; therefore, thoroughly reading each is highly recommended. The readings assigned for each week should be read prior to that week.

## 2) Reaction papers.

The reaction paper that is assigned each week is based on the readings that have been assigned for that week. For students enrolled at the 5005 level, 9 papers are required; for students enrolled at the 6005 level, 10 papers are required. The writing assignments you choose are entirely up to you. Each reaction paper must be 2-pages, typewritten (1-inch margins, double-spaced), and submitted electronically via Canvas. No paper copies will be accepted.

Each reaction paper must make use of a specific type of genre. The type of genre is identified and defined in the course schedule for each week. Research that has investigated the use of genre to promote learning has shown that utilizing specific types of genre can activate specific types of cognitive processes that, in turn, can lead to specific types of learning. Therefore, you will be able to experience firsthand how different types of genre may influence your own learning. Remember that genre is simply a form of writing, such as, poems, stories, narratives, compare/contrast. The use of genre fits within a larger concept of writing/speaking called rhetoric. In general, rhetoric includes three components: *purpose*, *audience*, and *genre* (form). For example, my *purpose* may be to persuade *my students* that writing is the most complex cognitive endeavor in which a person can engage, and I will persuade my students by using *compare and contrast* in which I will pit writing against other cognitive tasks, such as, mathematical problem solving. The types of genre that you will use include: summary, freewriting, explanation, interpretive analysis, compare/contrast, persuasion, pros/cons, analogy, critical response, personal writing, argumentation, and description.

Reaction papers must be submitted according to due date on the CANVAS. Late papers will be accepted but one point will be deducted for lateness. You will receive feedback based on three criteria: quality of writing, proper use of genre, and quality of content. Each criterion is worth 1-to-3 points for a total of 9 points. If you are not satisfied with your grade on a paper, you may revise the paper and resubmit it for a higher grade up to 8 points. You have one week to revise and resubmit a paper.

Learning how to write requires feedback from readers, whether they are students or instructors. Therefore, some of your written assignments will be read by your peers, and they will provide you with additional feedback. Allowing others to read one's writing requires risk taking. If you expect your future students to take those risks in your classrooms, you must be ready to take those risks yourself. Taking those risks and becoming a stronger writer will make you a better teacher of writing.

## 3) Attendance and daily participation.

Because a major portion of your learning in this course will involve daily activities in which you personally experiment or interact with other students with a writing methodology, your attendance and participation are crucial. Come to class! If you miss several classes do to extenuating circumstances please discuss options with instructor. Participation will be 10% of your final grade

#### 4) Term paper.

You have two options to choose from for a term paper. These options are described next. In addition, you have the option of working alone on the term paper, working in dyads, or working in triads. If you decide to work in dyads or triads, the grade assigned to the paper will be the grade that each participating person receives.

Option One: 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 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/>

Option Two: 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 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 6<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.

#### 5) Examinations.

There will be three required examinations. The first examination will be on material covered during the first four weeks of class, the second exam will be on material covered over the first ten weeks of class, and the third exam will cover material from the entire course. All three 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 the below requirements weighted in the following way:

1) Participation	10%
2) Reaction Papers	30%
3) Term Paper	30%
4) Examinations.	30%

### **Course Schedule**

Each class period has an activity that is based on the assigned readings for that week. Therefore, it is important for you to read the assigned chapters prior to the first class for the week. This of course will not be possible for the first week of class, but you are strongly encouraged to read the assigned chapter prior to the second class for the week. The written assignment for each class is due prior to the class.

Course Outline			
Date	Topic and Assignment	IRA	Common Core Standards
<b>Week 1</b> <b>Aug 25</b>	<b>Topic for week:</b> Introduction to the course and writing		
<b>Week 2</b> <b>Sept 1</b>	<p><b>Topic:</b> The Development of Beginning Writing</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>Write:</b> For the assigned reading for the week, write a reaction paper using a “summary” genre. Your summary should convey the basic content of the reading and communicate its main points in your own words. The intent of summary is not to interpret the texts, but rather, to demonstrate that you understand them</p>	1.1 4.1	4 5
<b>Week 3</b> <b>Sept 8</b>	<p><b>Topic:</b> Fostering Early Writing Development in Young Children</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>Write:</b> Write a reaction paper to the chapter using an “interpretive analysis” genre. The goal of interpretative analysis is to make a point about your subject. That is, for this writing assignment you are to explore what writing development is for young writers and provide an interpretation of what you believe is actually developing for children, either cognitively, socially, or both.</p>	1.1 2.2 2.3 4.1 4.3	4 5
<b>Week 4</b> <b>Sept 15</b>	<p><b>Topic:</b> The Writing Process: draw/writing, prewriting, drafting, revising, editing, and publishing</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> <p><b>Write:</b> Write a reaction paper to the chapter using an “argumentative” genre. You can argue either for or against the use of drawing as a way to initiate young writers to the writing process.</p>	1.1 2.2 2.3 4.1 4.3	4 5 6 10

<b>Week 5</b> <b>Sept 22</b>	<p><b>Topic:</b> Assessing writing</p> <p><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.</p> <p><b>Write:</b> Write a reaction paper to the chapter using a “personal writing” genre. The purpose of personal writing is to relate the content of the reading to one or more of your own personal experiences. In this case, you will be relating how you personally would feel having your own writing evaluated on the six traits.</p> <p><b>Bring a Children’s Book</b></p>	1.1 3.1 3.2 3.3 5.3	10
<b>Week 6</b> <b>Sept 29</b>	<p><b>Topic:</b> Assessing Writing continued.</p> <p><b>Read:</b> Hughey, J. B., &amp; Slack, C. (2001). Teaching children to write: Theory into practice. Chapter 3: Writing assessment (pp. 64-107). Upper Saddle River, NJ: Prentice –Hall.</p> <p><b>Write:</b> Write a reaction paper to the chapter using an “outline” format. You may use any outline format you’ve learned during your school years.</p> <p><b>EXAMINATION #1</b></p>	1.1 3.1 3.2 3.3 5.3	10
<b>Week 7</b> <b>Oct 6</b>	<p><b>Topic:</b> Writer’s workshop</p> <p><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.</p> <p><b>Write:</b> Write a reaction paper to the chapter using a “compare/contrast” genre. The purpose of compare/contrast is to point out the similarities and differences among or between different concepts. In this case, you are to compare/contrast a writer’s workshop approach to teaching writing to some other approach. The other approach you select is entirely up to you.</p> <p><b>Bring a Genre Paper for Feedback</b></p>	2.1 2.2 2.3 4.1 4.3	1 2 3 4 5 7 8 9 10

<b>Week 8</b> <b>Oct 13</b>  <b>NO</b> <b>CLASS</b> <b>(Fall</b> <b>Break)</b>	<p><b>Topic:</b> Balanced approach to writing and reading instruction—thematic units and lesson plans</p> <p><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.</p> <p><b>Write:</b> Write a reaction paper to the chapter using a “pros and cons” genre. The purpose of describing the pros and cons of a specific concept is to convince yourself and others of the value or usefulness of the concept. For this writing assignment, describe what you perceive to be the pros and cons of using thematic units in the classroom to teach writing.</p>	2.1 2.2 2.3 4.1 4.3	1 2 3 4 5 6 7 8 9 10
<b>Week 9</b> <b>Oct 20</b>	<p><b>Topic:</b> Writing for Diverse Learners</p> <p><b>Read:</b> McGee, L. M., &amp; Richgels, D. J. (2000). Literacy’s beginnings: Supporting young readers and writers. Chapter 11: Diverse learners (pp. 308-338). Needham Heights, MA: Allyn &amp; Bacon.</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>Write:</b> Write a reaction paper to the chapter using a “persuasive” genre. The purpose of persuasive writing is to convince another person of your viewpoint using reasoned arguments. For this reaction paper you are to persuade another person that writing instruction for English language learners should be no different from writing instruction for students for whom English is their first language.</p>	2.1 2.2 2.3 3.2 3.3 4.1 4.2	4 5 6 10
<b>Week 10</b> <b>Oct 27</b>	<p><b>Topic:</b> Improving Children’s Writing</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><b>Write:</b> Write a reaction paper to the chapter using a “descriptive” genre. Describe how you would use the revision process to improve students’ understanding of writing and their actual writing.</p>	1.1 2.2 3.1 4.1 4.3	5 10



<b>Week 11</b> <b>Nov 3</b> <b>Interview</b> <b>a</b> <b>resource</b> <b>teacher or</b> <b>an ESL</b> <b>teacher</b>	<p><b>Topic:</b> Designing Assignments for Elementary Students</p> <p><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 &amp; Bacon.</p> <p><b>Write:</b> Write a reaction paper to the chapter using an “explanation” genre. The purpose of explanation is to help the writer to incorporate new ideas into his or her own background knowledge. In this assignment, you are to explain, using your own words, how to design a writing assignment.</p> <p><b>EXAMINATION #2</b></p>	2.1 2.2 2.3 3.3 4.1 4.3	1 2 3 4 5 7 8 9 10
<b>Week 12</b> <b>Nov 10</b>	<p><b>Topic:</b> Writing Instruction for Basic Writers</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>Write:</b> Write a reaction paper to the chapter using a “critical response” genre. The purpose of a critical response is first to summarize what you believe to be the main points of the reading and then provide your response to those main points, either positive, negative, or both. In this particular writing assignment, focus your critical response on the author’s recommendations for instructing writing to basic writers in upper elementary classrooms.</p>	1.1 2.1 2.2 2.3 3.3 4.1 4.3	4 5 6 10
<b>Week 13</b> <b>Nov 17</b>	<p><b>Topic:</b> Writing Strategies for Students with Learning Difficulties and for Most Anyone</p> <p><b>Read:</b> Graham, S., &amp; Harris, K. R. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Chapter 3: How to teach writing strategies (pp. 23-37). Baltimore, MD: Paul H. Brooks.</p> <p><b>Write:</b> Write a reaction paper to the two chapters using a “freewriting” genre. Freewriting involves simply writing down your ideas. The purpose of freewriting is to generate ideas about a topic. These new ideas can then lead to more focused writing or exploration of specific ideas. In this assignment, produce a freewrite about how you think a student with learning difficulties feels about writing.</p>	1.1 2.1 2.2 2.3 3.3 4.1 4.3	4 5

<b>Week 14</b> <b>Nov 24</b>	<p><b>Topic:</b> Using Technology to Teach Writing</p> <p><b>Read:</b> Cox, C. (2008). Teaching language arts: A student-centered Classroom. Chapter 13: Technology in the classroom (pp. 443-469). Boston, MA: Pearson.</p> <p><b>Write:</b> Write a reaction paper to the chapter using an “analogy” genre. The purpose of analogy is to describe a new concept in terms of an already acquired concept. By mapping elements of the new concept onto elements of the already acquired concept, greater understanding of the new concept can be gained. Once you have finished reading the chapter, develop an analogy for the role of technology in writing. For example, using technology to write is like using power tools to build a house. With the use of power tools, I can do most of the tasks of building a house faster, just like I can do most of the tasks of writing faster with a word processor.</p>	2.2 2.3	6
<b>Week 15</b> <b>Dec 1</b>	<p><b>Topic:</b> Writing Success in Your Classroom</p> <p><b>Read:</b> Bellman, S. (2001). Learning to diagnose and proscribe for success in student writing. In M. L. Warner (Ed.), Winning ways of coaching writing: A practical guide for teaching writing (pp. 210-234). Needham Heights, MA: Allyn &amp; Bacon.</p> <p><b>Write:</b> Write a reaction paper to the chapter using any genre of your choosing. In your paper, be sure to directly address how writing can be effectively assessed.</p>	2.2 3.1 3.2 3.3 4.1 4.3	1 2 3 4 5 7 8 9 10
<b>Week 16</b> <b>Dec 8</b>	<p><b>Topic:</b> Artist/Writer’s Workshop</p> <p><b>EXAMINATION #3</b></p> <p><b>Final Paper Due: one week after last class (one week from today)</b></p>		

#### 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.

**\*\*Syllabus is a draft document. Any changes made will be told to the class in advance.**

## Appendix

### Knowledge and Skills for Classroom Teachers

This course meets the following International Reading Association (IRA) Standards for classroom teachers grades 1-to-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.

**Student Conduct:**

Cell phones are not allowed in class. Text messaging or phone calls may not be taken during class time. The use of cell phones during class will affect your grade. The use of a laptop computer, PDAs, and other devices will also not be allowed in class without express permission of the instructor. If this is a problem, please speak to me privately about this situation.

**Civility Statement:**

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

**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.

**Accommodations and ADA:**

If you have special needs, as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services as well as the instructor. 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 Olpin Union Building, 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to CDS.

**University Policy and Codes:**

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL of your work including work completed with peers if and when appropriate. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

**Addressing Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).