



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Writing for Better Readers

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide participants with an overview of the basic components of teaching writing to make better readers! Current research and best strategies for teaching writing for better reading to all students will be discussed. Participants will learn about child development in writing and reading, the writing process, and the four types of writing - shared, interactive, guided, and independent. Strategies for teaching writing to special education and English language learner students will also be covered.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Critique, synthesize, and apply theories of teaching writing.
2. Synthesize and apply theories of child development for teaching writing.
3. Synthesize and apply theories of child development for teaching reading.

INSTRUCTIONAL OBJECTIVES:

1. Critique basic and current issues in teaching writing for better reading.
2. Model the components of the writing process.
3. Evaluate, select, and implement writing strategies for better reading.
4. Differentiate and select appropriate techniques to teach writing to all students.
5. Critique, synthesize, and model four types of writing: shared, interactive, guided, and independent.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Gallagher, K. (2014). Making the Most of Mentor Texts. *Educational Leadership - Writing: A Core Skill*, 71(7), 28-33.

Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Educational Leadership - Writing!*, 62(2), 48-52.

Tomlinson, C.A. (2014). One to Grow On/Commending Writing. *Educational Leadership - Writing: A Core Skill*, 71(7), 88-89.

Unger, J., & Fleischman, S. (2004). Research Matters / Is Process Writing the “Write Stuff”? *Educational Leadership - Writing!*, 62(2), 90-91.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assessment:** For the final assessment, participants will complete an assessment on course content. The assessment must be completed by the end of Week 6.

TESTING AND GRADING:

- 60% Written assignments (one page response journals)
- 20% Online discussions
- 20% Final Assessment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans

with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - Child Development in Writing and Reading
 - The Writing Process
 - The Writing Process for Reading

Required Readings

Unger, J., & Fleischman, S. (2004). Research Matters / Is Process Writing the “Write Stuff”? *Educational Leadership - Writing!*, 62(2), 90-91.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - Assessment in Writing
 - Shared Writing
 - Implications on Reading

Required Readings

Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Educational Leadership - Writing!*, 62(2), 48-52.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Interactive Writing
 - Implications on Reading

Other Assignments

Discussion Post.

Week Four

- Topics Covered:
 - Guided Writing
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Required Readings

Gallagher, K. (2014). Making the Most of Mentor Texts. Educational Leadership - Writing: A Core Skill, 71(7), 28-33.

Other Assignments

One Page Written Response.

Week Five

- Topics Covered:
 - Independent Writing
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Required Readings

Tomlinson, C.A. (2014). One to Grow On/Commending Writing. Educational Leadership - Writing: A Core Skill, 71(7), 88-89.

Other Assignments

One Page Written Response.

Week Six

- Topics Covered:
 - Supporting Special Education and English Language Learners in Writing for Better Reading

Other Assignments

Discussion Post.

Final Assessment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered: <ul style="list-style-type: none"> ○ Child Development in Writing and Reading ○ The Writing Process ○ The Writing Process for Reading <p>Required Readings Unger, J., & Fleischman, S. (2004). Research Matters / Is Process Writing the “Write Stuff”? Educational Leadership - Writing!, 62(2), 90-91.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Assessment in Writing ○ Shared Writing <ul style="list-style-type: none"> ▪ Implications on Reading <p>Required Readings Saddler, B. & Andrade, H. (2004). The Writing Rubric. Educational Leadership - Writing!, 62(2), 48-52.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Interactive Writing <ul style="list-style-type: none"> ▪ Implications on Reading <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: 	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites,</p>	<p>22.5</p>

<ul style="list-style-type: none"> o Guided Writing <ul style="list-style-type: none"> ▪ <p>Required Readings Gallagher, K. (2014). Making the Most of Mentor Texts. Educational Leadership - Writing: A Core Skill, 71(7), 28-33.</p> <p>Other Assignments One Page Written Response.</p>	<p>Discussion Board, Written Response</p>	
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Independent Writing <ul style="list-style-type: none"> ▪ <p>Required Readings Tomlinson, C.A. (2014). One to Grow On/Commending Writing. Educational Leadership - Writing: A Core Skill, 71(7), 88-89.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Supporting Special Education and English Language Learners in Writing for Better Reading <p>Other Assignments Discussion Post. Final Assessment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>