



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Writing

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.

COURSE DESCRIPTION:

Teaching Writing explores effective strategies for instructing and supporting students in the development of their written expression skills. Through a comprehensive examination of the cognitive process and discrete skills involved in writing, as well as the challenges students face, educators will gain a deep understanding of the complexities of writing instruction. Participants will delve into the assessment of writing. A scope and sequence for writing instruction will be presented, focusing on the writing process, building foundational skills, and the progression of a student's development from learning to write to writing to learn. Educators will explore evidence-based instructional strategies such as teaching text structures, utilizing mentor texts, enhancing sentence building skills, and guiding students in narrative composition, informational writing, and opinion writing. With an emphasis on practical application, participants will engage in lesson planning activities that align with best practices in writing instruction. They will learn to design engaging writing lessons that support students' individual needs, promote growth, and inspire a love for writing. By the end of the course, participants will possess the knowledge, skills, and resources necessary to effectively teach writing, equipping them to guide students towards becoming confident, skilled, and expressive writers.

Course Prerequisites: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply research-based theories of writing instruction.
2. Examine and apply research-based theories of how the human brain learns writing.
3. Examine and apply research-based theories of factors that impact written expression skills.

INSTRUCTIONAL OBJECTIVES:

1. Discuss, evaluate, and apply theories of research-based instruction for teaching writing to students.
2. Apply understandings of how the human brain learns writing to design research-based writing instruction.
3. Execute techniques to design and implement research-based instruction for teaching writing to students.
4. Examine components of expected skill development in the area of written expression.
5. Apply understanding of the components of expected written expression skill development to design instruction.
6. Identify early warning signs of atypical written expression development and/or acquisition.
7. Implement assessment techniques in written expression with students.
8. Apply results of students' written expression assessments to designing instruction and interventions.

TEACHING/LEARNING ACTIVITIES:

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

REQUIRED READINGS:

Graham, S. (2019). Changing How Writing Is Taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125> (27 pages)

Hochman, J.C. & Wexler, N. (2019). The Connections Between Writing, Knowledge Acquisition, and Reading Comprehension. *Perspectives on Language and Literacy*, 25-29. (5 pages)

Troia, G. (2014). Evidence-based practices for writing instruction (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:
<http://cedar.education.ufl.edu/tools/innovation-configuration/>

Teaching Writing Weekly Lecture (10-20 pages each week)

EVALUATION METHODS:

1. **Discussion Board Reflection:** For the **Discussion Board Reflection** assignment participants are asked to post a written reflection on the Course Discussion Board. The **Discussion Board Reflection** assignment should demonstrate a reflection upon their professional accomplishment and growth resulting from participation in this course. Reflections should include the integration of course topics and materials.

Criteria	Points
Written Reflection: response includes educator's professional accomplishment resulting from participation in the course	___ / 40
Written Reflection: response includes educator's growth resulting from participation in the course	___ / 40
Assignment Requirement: reflection includes the integration of course topics and materials	___ / 20
___ /100	

2. **Required Reading Prompt Response:** Participants will be provided required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a one to three page response to the given prompt.

Assignment Prompt: How do you envision integrating writing instruction within your curriculum to leverage its power in building and deepening students' knowledge? Provide specific strategies and examples of how you plan to incorporate writing instruction to enhance student learning and promote the development of critical thinking skills.

The provided prompt is designed to encourage participants to critically analyze the assigned readings, synthesize key concepts, and reflect on the practical implications of writing instruction and activities. Participants will be able to demonstrate their understanding of the material, engage in higher-level thinking, and showcase their ability to connect research-based evidence while considering practical strategies for effective implementation in diverse and real-world teaching classroom contexts.

The response must include...	
An Answer to the Given Prompt that is thoughtful, insightful, and analytical	___ / 40
Required Reading Content incorporated and cited into the written response	___ / 20
Integration of Course Concepts	___ / 20
A Description of Course Content's Application to the	___ / 10

participant's professional practice	
Assignment Requirements: 1-3 page written response, 12 pt Times New Roman, double spaced	___ / 10
Total: ___ / 100	

3. **End of Course Assessment:** An End of Course Assessment will cover all course topics. This is an untimed test consisting of ten multiple choice questions.
4. **Writing Lesson Plan Final Assignment:** For the final assignment, participants will design a Writing Lesson Plan using a provided lesson plan template. Participants should identify a learning standard to be addressed and/or a subskill of writing (i.e. background knowledge, sentence structure). The lesson plan should effectively teach the identified standard and/or subskill. Participants' activities should demonstrate an understanding of information gained from course content, materials, and discussion. Participants will write a summary of their lesson plan explaining how the included instructional activities align with best practices for teaching writing. The final assignment is due at the end of Week Six.

Final Assignment Rubric:

Criteria	Points
Lesson plan activities are applicable to effectively teach the identified learning standard/subskill.	___ / 25
Lesson plan activities demonstrate an understanding of information gained from course content, materials, and discussion.	___ / 25
Lesson Plan includes research-based instructional activities.	___ / 25
An explanation summary explains how the included instructional activities align to best practice for teaching writing.	___ / 25
___ / 100	

TESTING AND GRADING:

- 10% Discussion Board Reflection
- 25% Required Reading Prompt Response
- 25% End of Course Assessment
- 40% Final Assignment

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. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at learningtreepdn@gmail.com. Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

Academic Integrity Statement

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

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

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

- Topic(s) Covered:
 - The Definition of Writing
 - Cognitive Processes and Sub-Skills Required for Writing

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Two

- Topic(s) Covered:
 - Challenges of Learning Writing
 - Writing Disabilities

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Three

- Topic(s) Covered:
 - Writing Assessments

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Four

- Topic(s) Covered:
 - Scope and Sequence of Writing
 - Writing Process
 - Learning to Write
 - Writing to Learn

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Week Five

- Topic(s) Covered:
 - Goals of Writing Instruction
 - Writing Instruction
 - Text Structures
 - Mentor Texts
 - Sentence Building
 - Narrative Composition
 - Informational Writing
 - Opinion Writing

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection

- Required Reading Prompt Response

Week Six

- Topic(s) Covered:
 - Lesson Planning for Writing Instruction

Ongoing Assignments (due by the end of the course):

- Discussion Board Reflection
- Required Reading Prompt Response

Assignments attached to Week Six due before the course closes:

- End of Course Assessment
- Final Assignment

* *Syllabus is subject to change.*