**Evidence-Based Writing Instruction**

**Course #**

**Semester Year**

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

**Course Description**

The purpose of this course is to provide pre-service and/or in-service teachers with knowledge of and skill in using evidence-based approaches to teaching writing in mixed-ability classrooms (see the Innovation Configuration by Troia for more information, www.ceedar.org). Course content and activities are designed to build knowledge and provide opportunities to learn to use these practices to collect data, design lessons, and document student growth in writing.

**Course Objectives**

* Understand different approaches to writing
* Understand why some students might struggle with writing
* Articulate the evidence-based practices for teaching writing
* To identify appropriate practices and strategies to meet students’ needs
* Plan and implement appropriate writing instruction for students who struggle with writing

**State Certification Standards Addressed**

*Add your state standards*

###### Course Text(s)

Graham, S., MacArthur, C.A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). New York, NY: Guilford Press.

Tompkins, G.E. (2011). *Teaching writing: Balancing process and product* (6th ed). Upper Saddle River, NJ: Pearson.

*Recommended:*

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: American Psychological Assoc.

**TUTORIAL: http://flash1r.apa.org/apastyle/basics/**

Instructor will assign additional readings related to the presented topics.

###### Assignments

**Readings and Class Participation**. Students are expected to participate in class activities and discussions. Class attendance is necessary to earn credit for in-class activities. To receive these participation points, students will complete writing activities and participate in discussion groups on weekly readings.

**Test**. One test will be administered during the semester. The test will cover the material presented in class and will consist of a combination of multiple choice written response items.

**Writing Across the Curriculum Project**. Students will develop a five-day unit plan for writing across the curriculum in their current practicum placement. Lessons should include at least two different genres and explicit teaching of appropriate writing strategies. All lessons must include:

* Name
* Brief description of class
* Content area
* Applicable state standards
* Lesson goals/objectives
* Instructional description/procedures
* Grouping
* Materials
* Assessment
* Differentiation/attention to individual learner needs

**Strategy Project**. Students will identify a learner in their practicum placement who struggles with writing. The student will: (a) collect preliminary data (some may be pre-existing), (b) develop an instructional plan focusing on one writing strategy, (c) implement the plan (6-8 sessions), (d) collect follow-up data on the learner’s use of the strategy, and (e) document student growth. Each component will be reviewed over the course of the semester with the final write up due at the end of the semester.

**Evaluation**

Students can earn up to 310 points.

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| --- | --- |
| **Readings and Class Participation** | 60 points: 12 @ 5 points each |
| **Test** | 100 points |
| **Writing Across the Curriculum Project** | 50 points |
| **Strategy Project** | 100 points |
| **TOTAL** | 310 |

*Add your institution’s grading scale*

**University Statements**

*Add applicable policies for your institution.*

* Diversity
* Disability Accommodations
* Student Confidentiality

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| **Week** | **TOPIC** | **READING/ACTIVITY** |
| 1 | Introduction/Course Overview |  |
| 2 | Writing is an Essential Part of the Curriculum | GM&F-1  T-1, 2 |
| 3 | Varied Approaches to the Teaching of Writing | GM&F-4-6  T-3 |
| 4 | Instruction Focused on Product Elements | GM&F-8, 9  **Share preliminary data** |
| 5 | Instruction Focused on Writing Skills | GM&F-10, 11 |
| 6 | Effective Assessment and Feedback for Writing | GM&F-15  T-4  **Share instructional plan** |
| 7 | Utilizing Technology in Writing Instruction | GM&F-13 |
| 8 | **TEST** |  |
| 9 | Meeting the Needs of Students with LD/MTSS | GM&F-17 |
| 10 | Meeting the Needs of ELLs | GM&F-16 |
| 11 | **Writing Across the Curriculum Project** | **Submit project** |
| 12 | Promoting a Supportive Writing Environment | GM&F-12  **Share follow-up data** |
| 13 | Learning Through Writing | GM&F-7 |
| 14 | Promoting Independent and Reflective Writers |  |
| 15 | Strategy Project Presentations | **Submit project and present** |