Wayne H. Slater, Ph.D.

EDCI 673: Assessing, Diagnosing, and Teaching Writing (Lit Coaches: PGCPS)

Curriculum and Instruction (EDCI)

2311 Benjamin Building

Fall Semester, 2008, Section SPG2

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Mondays, 5:00 – 7:45 PM

General Information and

and by appointment.

Tentative Syllabus

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Note: If you have a documented disability and wish to discuss academic accommodations with me, please contact me in writing during the first week of class.

Blackboard Academic Suite (ELMS) General Information

Blackboard Homepage: http://www.elms.umd.edu

Blackboard Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

Course Description and Performance Objectives

EDCI 673 is designed to provide graduate and post graduate students with content on current theory, research, and best practice in assessing, diagnosing, and teaching writing. This course focuses on three (3) performance objectives: (1) students will be able to discuss theoretical and research issues relevant to assessing, diagnosing, and teaching writing; (2) students will be able to discuss research trends in assessing, diagnosing, and teaching writing; and (3) students will be able to critically examine instructional practice relevant to assessing, diagnosing, and teaching writing.

Required Texts


Highly Recommended Texts


**Maryland State Department of Education Web Site:** [http://www.marylandpublicschools.org/MSDE](http://www.marylandpublicschools.org/MSDE)

**Maryland State Content Standards (MSDE)**

Refer to MSDE Teaching and Learning in Reading/English Language Arts.


**Maryland Report Card**

For performance reports by state, by local school system, and by individual schools, check the *Maryland Report Card* website: [http://www.msp.msde.state.md.us/](http://www.msp.msde.state.md.us/)

**Major Papers**

I highly recommended that all major papers be prepared on a personal computer using standard size (8 1/2 x 11) paper. All papers and assignments must be typed and should be double-spaced with 1 1/2 inch margins at the top, bottom, and sides. All outside sources used for any paper or project should be listed in a reference section and noted in the text of the paper or project itself according to an M.L.A. (Modern Language Association), an A.P.A. (American Psychological Association, 5th ed.), or *The Chicago Manual of Style* (15th ed.) format. Make photocopies of all submitted work for your files. Do not fax papers to me.

**Paper Identification**

On every paper submitted for evaluation, include the following information on the title page:

- Full Name (first and last)
- Course Number and Title
- Assignment Title
- Date
- Current Email Address
I (Information) - Search Paper

All students in EDCI 673 are required to complete an I (Information) - Search paper or Lesson Plans (one week): Persuasion/Argumentation (critical thinking) in Written Communication. Refer to the I-Search Paper section of this syllabus or Lesson Plans section of this syllabus.

Final Draft of your I-Search paper is due, Monday, October 20. The final draft will be prepared on a standard and accepted word processing package (Microsoft Word, Word Perfect) in newsletter format. Refer to the Microsoft Word (see Microsoft Office) Newsletter Templates.

Web address: http://officeupdate.microsoft.com/TemplateGallery/

Lesson Plans (one week): Persuasion/Argumentation (critical thinking) in Written Communication

Using library resources, Lindemann; Barnet and Bedau; and other scholarly resources students in EDCI 673 may choose to develop lesson plans focused on persuasion/argumentation (critical thinking) in written communication for a minimum of one week. Using the model of the writing process articulated by Kellogg (1994) as a major guide, I expect you to develop daily lesson plans for one week that focus on prewriting and/or audience analysis and/or thesis statements and/or paragraph claims and/or evidence (supports) and/or introductions and conclusions and/or rough drafts and/or editing/revising and/or final drafts. Selected sentence-level issues should also be considered such as run-ons and fragments.

Check the web sites of some of our best public high schools, e.g., The Boston Latin School (MA), The Bronx High School of Science (NY), Evanston Township High School (IL), Highland Park High School (TX), Mayo High School (MN), Edina Upper School (MN), Patrick Henry High School (MN), New Trier High School (IL), Walt Whitman High School (MD), Thomas S. Wootton High School (MD), Winston Churchill High School, (MD), Western High School (Baltimore, MD), Baltimore Polytechnic (Baltimore, MD), and Baltimore City College High School (Baltimore, MD). In some instances, you will find comprehensive curriculum guides and course syllabi included on these web sites. Also, check the web sites for the Baltimore County Public Schools (Towson, MD), the Howard County Public School System (Ellicott City, MD), the Montgomery County Public Schools (Rockville, MD), and the Prince George’s County Public Schools (Upper Marlboro, MD) for curriculum guides.

Multicultural, exceptional student and inclusion issues need to be incorporated into your planning. Finally, I also expect you to demonstrate how technology will be used to support instruction.

The Final Draft is due, Monday, October 20.

Oral Presentation

Each of you will be involved in preparing a 30-minute presentation on bleeding edge theory, research, and best practice topics in writing instruction. Your role: literacy coach. Your target audience: classroom teachers and resource teachers. In advance, distribute copies of your chapters and any relevant pre-reading, during reading, and after reading assignments related to your engaging and informative presentation. Feel free to include appropriate teaching strategies, etc., for teachers, related to your chapter’s content. Additional information will be presented in class.

Short Assignments

During the term, you will be asked to prepare exercises, outlines, rough drafts, and final drafts for shorter papers. Since some of your prewriting and writing will be discussed in small groups, you will be expected to make photocopies of your work for small-group discussion.

University Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”
Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Course Evaluation (CourseEvalUM)

The Course Evaluation (CourseEvalUM) system will be open for Fall Semester 2008 on Tuesday, December 2. Students may complete their Fall Semester evaluations at that time. The website (www) is as follows: https://www.courseevalum.umd.edu/

Grading

All major papers and shorter papers will be graded on an A-F basis. Some of the shorter exercises will be graded on a P-F basis. In the rare instance when it is necessary for me to give an Incomplete (I), undergraduates are required to complete the standard UMCP Incomplete Contract form available in the College of Education Access Center, 1204 Benjamin Building.

Final Grades

All work will be taken into account in determining your final grade. Major papers and examinations will be given greater weight. Attendance and class participation will also be determining factors.

The breakdown is as follows:

- Quiz: 25%
- Misc. exercises: 20%
- Oral Presentation: 10%
- I-Search Paper (prepared in newsletter format) or Lesson Plans:
  - Persuasion/Argumentation (critical thinking) (one week) (due Oct. 20): 35%
  - Attendance/class participation: 10%

If you wish to check your final grade, go to the University of Maryland Web Page. Click on Testudo. Then click on Records & Registration. Finally, click on View Your Grades.

Late Papers

As far as I am concerned, late papers are usually unacceptable and will not receive a grade higher than a C.

Attendance

Undergraduates should refer to the Undergraduate Catalog 2008 - 2009: University of Maryland, College Park. Since class participation is an important part of this course, attendance will count as a factor in determining your final grade.

Quiz

There will be a quiz focused on Part 2 of the course. It will consist of essay questions and identification items. I will provide a review guide.

Major Course Requirements

Students will be expected to prepare an I-Search Paper or Lesson Plans: Persuasion/Argumentation (critical thinking) in Written Communication. Check current journals such as the English Journal, Written Communication, College Composition and Communication, and Research in the Teaching of English. Use FIRST SEARCH, Education Index, ERIC, CIJE, and Psychological Abstracts. Also confer with education reference librarians in McKeldin Library.
Graduate students should make an appointment to see me so that we can adjust course requirements to meet their individual needs.

**Reserve Reading**

Any outside reading will be on file in Blackboard for EDCI 673. Check the **Course Content** folder.

**Online Writing Centers**

Below, I have included information on three important online writing centers.

**HARVARD UNIVERSITY**
Cambridge, Massachusetts

http://www.fas.harvard.edu/~wricntr/

**PURDUE UNIVERSITY**
West Lafayette, Indiana

http://owl.english.purdue.edu/

**RENSSELAER POLYTECHNIC INSTITUTE**
Troy, New York

http://www.rpi.edu/web/writingcenter/handouts.html

Review these web site resources for regular students, for exceptional students with special needs, and for English as a Second Language (ESL) students.

**WAM (Work Stations at Maryland) Student Computer Account**

All students at the University of Maryland may apply for a free **WAM** account at the following web address: http://www.oit.umd.edu/new/student.html

If you have any questions, call the Program Library at (301) 405-4261. For General Information, call **Academic Information Technology Services** at (301) 405-7171.

**Additional Numbers**

Consultant Lab (computer questions or problems): (301) 405-1500

**World Wide Web (WWW) Access to the University of Maryland**

University of Maryland General Information: http://www.umcp.umd.edu/

University of Maryland Testudo: http://www.testudo.umd.edu/

University of Maryland Graduate Catalog:

http://www.inform.umd.edu/EdRes/GradInfo/Graduate_Catalog/

University of Maryland Graduate Studies and Research:
Cell Phones

Please turn off cell phones during class.

Recording of Class Lectures

All rights reserved. No part of any lecture may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any informational storage and retrieval system, without permission in writing from the professor.

Questions or Problems

If you have any questions or problems regarding assignments, papers, or tests, please see me about them. By working together, we can resolve any difficulties. Do not hesitate to stop by during my office hours or to make an appointment for some other convenient time.

Tentative Syllabus and Course Schedule for EDCI 673 (PGCPS)

1. Mon., September 8, 2008

   Course overview
   *The Nation's Report Card: Writing 2007* (National Assessment of Educational Progress (NAEP))
   *The neglected “R”: The need for a writing revolution* (College Entrance Examination Board)

   Teaching Children to Write
   Writing Workshop

   Tompkins, *Teaching writing: Balancing process and product* (5th ed.). Chapters 1 and 2

   Generating topics for your I (Information) - Search Paper or Lesson Plans: Persuasion/Argumentation (critical thinking) in Written Communication: rough outline. For your lesson plans, you are required to address diversity, inclusion, and technology instructional issues.

   Begin rough outline for your I-Search paper. I-Search rough outline is due Monday, September 15. Bring copies for your small group and a copy for me.

   Begin rough outline of your Lesson Plans: Persuasion/Argumentation (critical thinking). Lesson plans rough outline is due Monday, September 15. Bring photocopies for your small group and a copy for me.

2. Mon., Sept. 15

   Writing Strategies and Skills
   Assessing Children’s Writing
   Journal Writing
Tompkins, Chapters 3 - 5

Rough outline (typed) of your I-Search paper is due. Bring copies for your small group and a copy for me.

Rough outline (typed) of your Lesson Plans is due. Bring copies for your small group and a copy for me.

ORAL PRESENTATION (see Graham et al., *Best practices in writing instruction*):
Pressley et al., Writing Instruction in Engaging and Effective Elementary Settings
Pritchard & Honeycut, Best Practices in Implementing a Process Approach to Teaching Writing

3. Mon., Sept. 22

- Letter Writing
- Biographical Writing
- Expository Writing

Tompkins, Chapters 6 - 8

Return critiqued copies (consider using the rubrics provided) of the I-Search rough outline or Lesson Plans outline to members of your small group. Your Final I-Search Outline or Lesson Plan Outline is due Monday, September 29. Make copies for members of your small group and a copy for me.

ORAL PRESENTATION:
McKeough et al., Best Narrative Writing Practices When Teaching from a Developmental Framework
Newell et al., Best Practices in Developing a Writing Across the Curriculum (WAC) Program in Secondary Schools

4. Mon., Sept. 29

- Narrative Writing
- Descriptive Writing

Tompkins, Chapters 9 and 10

Final outline (typed) of your I-Search paper or Lesson Plans is due. Copies for your small group and a copy for me.

ORAL PRESENTATION:
Coker, Writing Instruction for Young Children: Methods Targeting the Multiple Demands that Writers Face
Graham & Harris, Best Practices in Teaching Planning

5. Mon., Oct. 6

- Poetry Writing
- Persuasive Writing

Tompkins, Chapter 11 – 12

Critical thinking
Critical reading: Getting started
Critical reading: Getting deeper into arguments
Visual rhetoric: Images as arguments


Rough drafts (typed) of your I-Search paper (if possible, in newsletter format) or Lesson Plans are due. Copies for your small group and a copy for me.

**ORAL PRESENTATION:**
MacArthur, Best Practices in Teaching Evaluation and Revision
Saddler, Improving Sentence Construction Skills through Sentence-Combining Practice
Schlagal, Best Practices in Spelling and Handwriting


Teaching Strategies for Struggling Writers
Sentence Combining
Pattern Practice


Writing an analysis of an argument
Developing an argument of your own
Using sources

Barnet & Bedau. Chapters 5 - 7

Your critiques of each of the I-Search rough drafts or Lesson Plans rough drafts in your small group are due today.

**ORAL PRESENTATION:**
Boscolo & Gelati, Best Practices in Spelling and Handwriting
Karchmer-Klein, Best Practices in Using the Internet to Support Writing
Perin, Best Practices in Teaching Writing to Adolescents

7. Mon., Oct. 20

A Philosopher’s View: The Toulmin Model
A Logician’s View: Deduction, Induction, Fallacies
A Psychologist’s View: Rogerian Argument

Barnet & Bedau. Chapters 8 - 10

Claim-Support-Conclusion Expository Writing Model

Your critiques of each of the I-Search rough drafts or Lesson Plans rough drafts in your small group are due today.

BCR/ECR Item 43 (Practice Sets A and B) due.

The I-SEARCH PAPER (prepared in newsletter format) or LESSON PLANS due Tuesday, Dec. 11.

**ORAL PRESENTATION:**
Calfee & Miller, Best Practices in Writing Assessment
Fitzgerald & Amendum, What Is Sound Writing Instruction for Multilingual Learners?
De La Paz, Best Practices in Teaching Writing to Students with Special Needs

I-SEARCH PAPER (prepared in newsletter format) or LESSON PLANS due today.

Quiz focused on the content of this section of EDCI 673.