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and by appointment

EDCI 467: Teaching Writing
Section 0101
Fall 2014
2121 Benjamin Building
Thursdays, 5:00 – 7:45 PM

General Information and Tentative Syllabus

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NOTE: Learning Assistance Service at Maryland--If you are experiencing difficulties in keeping up with the academic demands of this class, you are encouraged to contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note taking, and exam preparation skills. All learning assistance services are provided without charge to University of Maryland students. Learning Assistance Service Website: www.counseling.umd.edu/LAS

ELMS/CANVAS General Information
ELMS/CANVAS Homepage: http://www.elms.umd.edu
ELMS/CANVAS Student Help Line: 8:00 A.M. – 6:00 P.M., Mon. – Fri., (301) 405-1400

Course Description and Performance Objectives

EDCI 467 is designed to provide pre-service and in-service teachers with current theory, research, and best practice focused on the teaching of written communication in middle and high schools. Multicultural, exceptional student, inclusion, diversity, and technology issues will be considered.

Students in this course will be able to: 1) understand theory and research associated with different models for the teaching of writing; 2) apply their understanding of theory and research in designing instruction for all students in elementary, middle, and high schools; 3) understand trends in the teaching of writing (rhetorical, social constructivist, and others); 4) demonstrate effective use of a variety of approaches for teaching writing at the middle school and high school level; 5) demonstrate effective use of a variety of approaches for evaluating written communication; 6) demonstrate an understanding of multicultural, diversity and inclusion issues relevant to the teaching of writing; 7) demonstrate an ability to use technology, personal computer, software applications, and the World Wide Web (www) for instructional planning in the teaching of writing; 8) demonstrate an ability to use library applications and the World Wide Web (www) for information search relevant to the teaching of writing; 9) understand and explain to students and parents Maryland State Department of Education (MSDE) core learning goals, the Common Core State Standards in English Language Arts, English content standards, and school assessments; and 10) develop and sustain attitudes appropriate for highly qualified teachers.

Required Texts for EDCI 467

Below I have included a list of texts we will be using extensively in this course. You are not required to purchase them. However, in previous 467 sections, students insisted that I order copies for everyone. If you wish to share texts or borrow texts to save money, of course, that's fine with me. At the same time, if you are planning to build a professional library in writing instruction, the texts listed are the most frequently used and cited in writing theory, pedagogy (instruction), assessment and in-service courses. The purchase decision is yours.


Supporting Texts for EDCI 467


Peer Reviewed Instructional Resource Websites

The *readwritethink* website is sponsored jointly by the *International Reading Association* (IRA) and the *National Council of Teachers of English* (NCTE). This site provides access to many peer reviewed lesson plans and educational resources. At the same time, consider these resources for providing an initial draft of an emerging unit or lesson plan that you can then enhance and build on significantly by developing greater depth in critical thinking (reading and writing), diversity and inclusion.


The *Thinkfinity* website is sponsored by the *Verizon Foundation*. While *Thinkfinity* no longer offers community or partner content, it is still working to offer educators a wealth of information on the effective use of mobile technology in the classroom.


Inclusion/Diversity/Technology References


Thompson, G.L. (2004). *Through ebony eyes; what teachers need to know but are afraid to ask about African American students*. San Francisco: John Wiley & Sons, Inc.

**Maryland State Department of Education (MSDE)**

Website: [http://www.marylandpublicschools.org/MSDE](http://www.marylandpublicschools.org/MSDE)

**Maryland Voluntary State Curriculum (VSC)**

Refer to *Reading/English Language Arts* (Pre-K – Grade 8).

Website: [http://mdk12.org/assessments/vsc/index.html](http://mdk12.org/assessments/vsc/index.html)

**Maryland Voluntary State Curriculum (VSC) Toolkit**

Provides additional resources for understanding and teaching the content standards.


**Maryland Common Core Curriculum Frameworks**

Presented to the Maryland State Board of Education in June 2011. The completed curriculum will be implemented in Maryland schools in the 2013-2014 school year.

Website: [http://mdk12.org/instruction/commoncore/index.html](http://mdk12.org/instruction/commoncore/index.html)

**Maryland Common Core State Curriculum Framework: Reading/English Language Arts (ELA)**


**Maryland Report Card**

Provides performance reports by Maryland school districts and by individual schools in those districts.

Website: [http://www.mdreportcard.org](http://www.mdreportcard.org)

**Common Core State Standards Initiative (CCSSI)**

Mission Statement: The **Common Core State Standards** provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Note: The **Maryland Voluntary State Curriculum** (VSC) is being revised to incorporate the **Common Core State Standards**.


CCSSI APP: Go to iTunes and download the free APP (for smartphone and/or tablet) by MasteryConnect, an endorsing partner of the **Common Core State Standards Initiative**.
Major Papers

I highly recommend that all major papers be prepared on a personal computer using standard size (8 1/2 x 11) paper. The required typeface is Times New Roman, with 12-point font size. All papers should be double-spaced with one (1) inch (2.54 cm) margins at the top, bottom, left, and right 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 MLA (Modern Language Association), an APA (American Psychological Association, 6th ed.), or The Chicago Manual of Style (16th ed.) format. Keep copies of all submitted work for your files. Please 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

Menu for Major Course Papers or Projects

Inquiry/Research Paper

The inquiry project provides pre-service and in-service teachers with a research framework and skills needed to conduct research on problems specific to their classrooms and schools. By using standard and accepted research methods (case studies, questionnaires, attitude scales, treatment/comparison group (pre-test, posttest, delayed posttest), teachers can gather valid and reliable data that will provide insights and possible solutions to their own teaching challenges. Inquiry project researchers identify a research problem, develop research questions, define relevant terms, collect appropriate data, use data analysis procedures that address researcher bias, and use methods and measures that yield valid and reliable data. The results may become immediately applicable to their individual classroom situations and possible the entire school.

I (Information) - Search Paper

“I use the term I Search rather than research not to convey that this paper is written to search an I or me, to come to “know oneself,” but rather to remind the reader and writer that there is an I doing the searching and writing who affects the bend and quality of truth in the work.” Ken Macrorie

“It records a search that has had meaning for the writer.” Ken Macrorie

“It proceeds naturally from: (1) what the writer knew and did not know about her topic when she started out; to (2) what she wanted to find out; to (3) the story of her search; to (4) what she learned.” Ken Macrorie

“The point of using this archetypal story pattern in reports and research papers is that it shows the reader where the writer is coming from, whether it be a storehouse of experience or the height of naiveté, and thus enables the reader better to judge the course and conclusions of the writer.” Ken Macrorie

Teacher Performance Assessment (edTPA) Lesson Plans (one week): Critical Topics in Written Communication (Refer to edTPA Assessment Handbook: Secondary English Language Arts (Sept. 2014) in the Assignments Folder in the EDCI 467 ELMS/Canvas site.)

Using information search resources, EDCI 467 scholarly resources, and the edTPA Assessment Handbook: Secondary English Language Arts (September 2014) guide, develop lesson
plans focused on critical topics in written communication for a minimum of one week. Using the model of the writing process articulated by Kellogg as a major guide, develop daily lesson plans 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/revise and/or final drafts. Selected sentence-level issues should also be considered such as run-ons and fragments.

Consider checking the websites of some of our best public high schools, e.g., The Cambridge Rindge and Latin School (Cambridge, MA), The Boston Latin School (Boston, MA), The Bronx High School of Science (Bronx, NY), Evanston Township High School (Evanston, IL), Highland Park High School (Highland Park, TX), Mayo High School (Rochester, MN), Edina Upper School (Edina, MN), Patrick Henry High School (Minneapolis, MN), New Trier High School (Winnieka, IL), Walt Whitman High School (MCPS), Thomas S. Wootton High School (MCPS), Winston Churchill High School, (MCPS), Bethesda-Chevy Chase High School (MCPS), Western High School (BCPS (City Schools)), Baltimore Polytechnic Institute (BCPS (City Schools)), Baltimore City College High School (BCPS (City Schools)), Bowie High School (PGCS), and Eleanor Roosevelt High School (PGCS). In some instances, you will find comprehensive curriculum guides and course syllabi included on their websites. Also, check the websites 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, English Language Learner (ELL), exceptional student and inclusion issues need to be incorporated into your planning. Articulate how technology will be used to support instruction.

It is CRITICALLY IMPORTANT that you address Task 1. Planning Instruction & Assessment; Task 2. Instructing and Engaging Students in Learning; Task 3. Assessing Student Learning; Task 4. Final Retrospective Reflection; and, finally, the Academic Language Appendix in the edTPA Assessment Handbook: Secondary English Language Arts (Sept. 2014) guide (refer to Assignments Folder in ELMS/Canvas).

Consider using McKeldin Library (http://www.lib.umd.edu/#find/articles) and creating your personal Research Port account. Use Education Research Complete (EBSCO), PsychINFO, and ERIC. Do not use Quick Search for your action information searches.

Also consider using Priddy Library (http://www.lib.umd.edu/#find/articles) at the Universities at Shady Grove.

If you have questions about researching your topic for your edTPA lesson plans and need assistance, you are welcome to submit your questions via email to an on-line education reference librarian: Daniel E. Feinberg (Priddy Library: Shady Grove): dfeinber@umd.edu and Tahirah Akbar-Williams (McKeldin Library: College Park): takbarwi@umd.edu. You are also invited to make appointments to meet with them at a mutually convenient time.

Review of the Research Literature

Writers of literature reviews seek to evaluate and integrate the body of research relevant to a question or proposition. Typically, this is a conceptual process resulting in a summary of selected studies from respected journals (Research in the Teaching of English, Written Communication, Journal of Educational Psychology, etc.). The reviewer estimates the contribution of a given study to the synthesis being constructed by weighting such characteristics as centrality to the research topic or question, sample representativeness and size, validity of research design, control of important moderating conditions such as socioeconomic class, time on task, and validity of instrumentation. Next the reviewer assesses the combined nature and direction of the studies, bearing in mind the appropriate weighting for the above characteristics. This large set of characteristics immediately suggests a very difficult task, further complicated when there are conflicting results. Reviews differ because reviewers may have found different pools of studies, used various research methods, or were interpreted differently by reviewers who used varied criteria for inclusion and/or analysis. Particularly with conflicting results, this has resulted in a call for more research because there is insufficient evidence for a conclusion.

Possible topics for review in written communication are prewriting, revision, narrative writing, expository writing, persuasive writing, improving sentence construction, motivation, assessment, evaluation, multilingual learners, students with special needs, etc.
Consider using McKeldin Library (http://www.lib.umd.edu/#find/articles) and creating your personal Research Port account. Use Education Research Complete (EBSCO), PsychINFO, and ERIC. Do not use Quick Search for your action research information searches. Also consider using Priddy Library (http://www.lib.umd.edu/#find/articles) at the Universities at Shady Grove.

If you have questions about researching your topic for your review of the research literature and need assistance, you are welcome to submit your questions via email to our two (2) on-line education reference librarians: Daniel E. Feinberg (Priddy Library: Shady Grove): dfeinber@umd.edu and Karen Patterson (McKeldin Library: College Park): kpatter@umd.edu. You are also invited to make appointments to meet with them at a mutually convenient time.

Teacher Performance Assessment (edTPA) Microteaching Requirement

All undergraduate students in EDCI 467 will be preparing and presenting a 30-minute microteaching lesson that will be digitally recorded for class and individual reflection and comment (refer to the edTPA Assessment Handbook: Secondary English Language Arts (Sept. 2014) guide posted in the Assignments Folder in ELMS/Canvas. The focus of the edTPA microteaching will be on the edTPA lesson plans you prepared on critical topics in written communication. More information will be provided in class.

Mandatory CITI Human Subjects Training Requirement in the Dept. of Teaching & Learning, Policy & Leadership (TLPL)

All students in TLPL programs (B.A., B.S., M.A., M.Ed., Ph.D., Ed.D. and all graduate certificate programs) involved in human subject research are required to complete CITI Human Subjects Training. By completing this requirement, students will be allowed to fully participate in individual, class and team research initiatives in the Department.

To complete the CITI Human Subjects Training requirement, go to the CITI Training Website at https://www.citiprogram.org, fill in the required information, select University of Maryland College Park from the college/university drop down menu, and complete the Social & Behavioral Research – Basic/Refresher, Basic Course module.

Students should complete the CITI Human Subjects Training requirement during the first course in their program. Keep in mind that CITI Human Subjects Training is valid for three years and must be renewed for each additional three-year period.

If faculty or students have completed CITI Human Subjects Training (again, Maryland requires the Social & Behavioral Research – Basic/Refresher, Basic Course module) before accepting a position at Maryland or entering a program Maryland, go to your CITI Training Website home page at https://www.citiprogram.org, find the college/university drop down menu, and change your previous college or university to University of Maryland College Park.

Short Assignments

During the semester, 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 2014 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/

Attendance

Please note the attendance policies for the University of Maryland found at the following website: http://www.testudo.umd.edu/soc/atedasse.html.

Religious Observances

The University System of Maryland policy states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. This policy also states that students are responsible to, within the first two weeks of the semester, hand submit notification of the projected absence(s). This is especially important for final examinations. I take the validity of these requests at face value. An extensive list of religious holidays can be found at http://www.interfaithcalendar.org. Tests and the due dates of other significant assessment must not be scheduled during:

- Rosh Hashanah: Sundown, Wednesday, Sept. 24 - Nightfall, Friday, Sept 26, 2014
- Yom Kippur: Sundown, Friday, Oct. 3 - Nightfall, Saturday, Oct. 4, 2014
- Good Friday: Friday, April 3, 2015
- Passover: Sunset, Friday, April 3 - Nightfall, Saturday, April 11, 2015

It is your responsibility to inform me of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise when final exams are scheduled on Saturdays. I understand and adhere to this policy making every feasible effort to accommodate your requests based on attendance of religious observances.

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.

The university uses the following grading system: A, B, C, D, F, XF, I, P, S, and W. These marks remain as part of the student's permanent record and may be changed only by the original instructor on certification, approved by the department chair and the dean, that an actual mistake was made in determining or recording the grade: A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. In computations of grade point averages, these grades are assigned 4 quality points per credit hour; B+, B, B- denotes good mastery of the subject and good scholarship. Marks of B+, B, B- are assigned 3 quality points per credit hour; C+, C, C- denotes acceptable mastery of the subject and the usual achievement expected. These grades are assigned 2 quality points per credit hour; D+, D, D- denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree. These grades are assigned a value of 1 quality point per credit hour; F denotes failure to understand the subject and unsatisfactory performance. F grades are assigned 0 quality points per credit hour; XF-denotes failure due to academic dishonesty; S is used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching etc. S grades are not included in computation of cumulative averages; W indicates withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester; and Pass-Fail - See a description of the grade and the University's policy.
Final Grades

All work will be taken into account in determining your final grade. Major papers and examinations will be given greater weight. Class participation will also be a determining factor.

The breakdown is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term quiz (Oct. 16)</td>
<td>15%</td>
</tr>
<tr>
<td>Final quiz (Dec. 11)</td>
<td>15%</td>
</tr>
<tr>
<td>Undergraduate I-Search Paper (Oct. 16)</td>
<td>25%</td>
</tr>
<tr>
<td>Undergraduate edTPA Lesson Plans (Dec. 11)</td>
<td>25%</td>
</tr>
<tr>
<td>Graduate Student Research Paper (Dec. 11)</td>
<td>50%</td>
</tr>
<tr>
<td>edTPA Microteaching (Nov. 6 – Dec. 11)</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation (misc. exercises, etc.)</td>
<td>10%</td>
</tr>
</tbody>
</table>

If you wish to check your final grade, go to the View Your Grades website.

Website: [http://www.testudo.umd.edu/apps/grades/](http://www.testudo.umd.edu/apps/grades/)

Late Papers

Unless I am contacted in advance, late papers are usually unacceptable and will not receive a grade higher than a C.

Quizzes

There will be a mid-term and a final quiz. Both quizzes will consist of essay questions and identification items. Review guides will be provided.

Major Course Requirements

Undergraduate students are expected to complete and I-Search paper and one-week of edTPA lesson plans focused on persuasion/argumentation.

Graduate students are expected to complete a review of the research literature or an inquiry study from the menu included above. For your preliminary research, do not rely solely on computer-based information searches. Even when trained professionals conduct searches, many good references can be missed because certain key words were not included in article or book titles. Make sure that you also conduct searches the old-fashioned way, e.g., check appropriate indexes in Research Port (Do not use QUICK SEARCH!): Education Research Complete (EBSCO), PsychINFO, ERIC and bibliographies published by various professional organizations, e.g., American Anthropological Association, American Educational Research Association, American Psychological Association, International Reading Association, National Council of Teachers of English, Linguistics Society of America, Society for Research in Child Development, Teachers of English to Speakers of Other Languages, etc.). Consider specific journals such as Research in the Teaching of English, Written Communication, Journal of Educational Psychology.

Also, take advantage of the expertise of the education reference librarians in McKeldin Library (University of Maryland), Priddy Library (Universities at Shady Grove), the Library of Congress (Washington, DC), and Enoch Pratt Library (Baltimore, MD). Make an appointment with an education reference library early this semester to discuss your research topic.

Graduate students should make an appointment to see me so that we can discuss paper requirements.

Reserve Reading

Any outside reading will be on file in ELMS/Canvas for EDCI 467. Check the Readings and Assignments Folders.
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.ccp.rpi.edu/resources/

Review these website resources for regular students, for exceptional students with special needs, and for English Language Learners (ELLs) also known as English as a Secondary Language (ESLs) learners.

Professional Portfolio

If you are progressing through the English Ed/English program, you need to be collecting documentation that provides evidence to support your expertise in teaching, e.g., lesson plans, digitally recorded teaching episodes, samples of student work, examples of computer-assisted instruction, current resume, and updated official transcript.

The Praxis Series: Professional Assessments for Beginning Teachers

In order to qualify for teacher certification in the State of Maryland (and at least 39 other states), you will be required to take the Praxis Series in your particular content area. Start preparing for this assessment immediately. Tests at a Glance booklets are available without charge from Educational Testing Service (ETS) to help you prepare for The Praxis Series tests. The booklets are grouped by subject area, and their main purpose is to familiarize you with the structure and content of the test(s) you will take. You will find information about content categories, question types, and test-taking strategies. Sample questions are provided for each test, along with answers and explanations. These booklets are available in 1204 Benjamin Building. COMPLETE ALL PRACTICE ITEMS.


For more information, contact ETS at http://www.ets.org/praxis

Mobile/Cell Phones

Please turn off mobile phones and other electronic devices 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.

Letters of Recommendation

One of my most important responsibilities is to write excellent letters of recommendations in which I fully support colleagues and students in their professional endeavors. In order to write an effective letter, I need a copy of your current resume; and the full name, professional title, department or unit (with room number, if available), street address, city, state, and zip code of the person to whom I am sending your recommendation. In addition, if you are required to provide me with an evaluation form to accompany the letter, make sure that you complete (type) all of the required information on the form before you give it to me.

I do not write open letters of recommendation (refer to the Buckley Amendment). That is, I do not write public letters for inclusion in professional portfolios, websites, or other published venues. I am always willing to provide you with a copy of the letter that I write for you, but the contents of that letter are between you and me.

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.
EDCI 467: Tentative Syllabus and Course Schedule

1. Thursday, September 4, 2013

Introduction to class

*Teacher Performance Assessment (edTPA) in Secondary English Language Arts*

Maryland State Department of Education (MSDE): High School Core Learning Goals: ENGLISH
Maryland State Department of Education (MSDE): Maryland English Language Arts Content Standards

*The Nation’s Report Card: Writing 2011* (National Assessment of Educational Progress (NAEP)).
NAEP Website: [http://nces.ed.gov/nationsreportcard/writing/](http://nces.ed.gov/nationsreportcard/writing/)

Shannon Hayes (College of Education Student Services): Yearlong Internship Clearance (senior audit), Praxis II, and graduation information.

Graduate students should make an appointment to see me at their earliest convenience.

2. Thurs., Sept. 11

The Writing Process
Developing Strategic Writers
The Writer’s Craft
Introduction
Author’s Craft, Genre Study, and Digital Writing

Hicks, *Crafting digital writing: Composing texts across media and genres*. Chaps. 1 - 2

I-Search paper topic is due.

3. Thurs., Sept. 18

Assessing Writing
Personal Writing
Descriptive Writing
Crafting Web Texts
Crafting Presentations

Tompkins, Chaps. 4 – 6
Hicks, Chaps. 3 - 4
4. Thurs., Sept. 25

- Poetry Writing
- Narrative Writing
- Expository Writing
- Crafting Audio Texts
- Crafting Video Texts

Tompkins, Chaps. 7 – 9
Hicks, Chaps. 5 - 6

5. Thurs., Oct. 2

- Biographical Writing
- Persuasive Writing
- Writing Across the Curriculum
- Crafting Social Media
- Modeling and Mentoring the Digital Writing Process

Tompkins, Chapters 10 – 12
Hicks, Chaps. 7 - 8
6. Thurs., Oct. 9

Teaching Strategies for Writing Fluency and Language Acquisition: Struggling Writers

Sentence Combining
Pattern Practice


Scoring Brief Constructed Responses (BCRs) and Extended Constructed Responses (ECRs)

1. Go to the Maryland State Department of Education (MSDE) web address below:

2. Listen to the Scoring Tutor. BCR Rubric and ECR Rubric.

3. Go to Print Anchor Papers. Study Item 1.

4. Under Item 1 complete Practice Set A and Practice Set B.

5. Record on a piece of paper both Your Score and the Expert Score for each practice item. Table the scores as follows:

<table>
<thead>
<tr>
<th>Practice Set A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item No. ___</td>
</tr>
<tr>
<td>Item No. ___</td>
</tr>
<tr>
<td>etc.</td>
</tr>
</tbody>
</table>

6. Turn in the completed exercise (Practice Sets A and B for Item 1) on Thursday, Oct. 16.

Rough draft of I-Search paper is due. Exchange rough draft with dyad member. Review draft with I-Search rubric.

7. Thurs., Oct. 16

Teaching the Basics of Argument Writing
Whodunit? Solving Mysteries to Teach Simple Arguments of Fact

Critical Thinking
Critical Reading: Getting Started

Hillocks, _Teaching argument writing: Grades 6 - 12_, Chap. 1
Barnet & Bedau, _From critical thinking to argument_, Chaps. 1 - 2

Final draft of I-Search paper is due.

BCR/ECR Item 1 (Practice Sets A and B) due.

Scoring Brief Constructed Responses (BCRs) and Extended Constructed Responses (ECRs)

1. Go to the Maryland State Department of Education (MSDE) web address below:
3. Listen to the **Scoring Tutor. BCR Rubric** and **ECR Rubric.**

4. Go to **Print Anchor Papers. Study Item 19.**

5. Under Item 19 complete **Practice Set A** and **Practice Set B.**

6. Record on a piece of paper both **Your Score** and the **Expert Score** for each practice item. Table the scores as follows:

   Practice Set A
   
   Item No. ___  |  My Score ___  |  Expert Score ___
   
   etc.
   
7. Turn in the completed exercise (Practice Sets A and B for Item 19) by Thursday, Oct. 23.

**MID-TERM QUIZ**

8. Thurs., Oct. 23

   Teaching the Basics of Argument Writing
   
   What Makes a Good Mascot—or a Good Leader? Teaching Simple Arguments of Judgment
   
   Composition Curricula: Four Approaches
   
   Critical Reading: Getting Deeper into Arguments

   Hillocks, Chap. 2
   Soven, Chap. 8
   Barnet & Bedau, Chap. 3

   Introduction to writing one week of edTPA lesson plans on critical topics in written communication.

   BCR / ECR Item 19 (Practice Sets A and B) due.

   Scoring Brief Constructed Responses (BCRs) and Extended Constructed Responses (ECRs)

   1. Go to the Maryland State Department of Education (MSDE) web address below:

   2. Listen to the **Scoring Tutor. BCR Rubric** and **ECR Rubric.**

   3. Go to **Print Anchor Papers. Study Item 20.**

   4. Under Item 20 complete **Practice Set A** and **Practice Set B.**

   5. Record on a piece of paper both **Your Score** and the **Expert Score** for each practice item. Table the scores as follows:

   Practice Set A
   
   Item No. ___  |  My Score ___  |  Expert Score ___
   
   etc.
6. Turn in the completed exercise (Practice Sets A and B for Item 20) by Thursday, Oct.
30.

9. Thurs., Oct. 30

Teaching the Basics of Argument Writing
Solving Problems Kids Care About: Writing Simple Arguments of Policy
Visual Rhetoric: Images as Arguments
Hillocks, Chap. 3
Barnet & Bedau, Chap. 4

Topic for one week of edTPA lesson plans is due.
BCR/ECR Item 20 (Practice Sets A and B) due.

Scoring Brief Constructed Responses (BCRs) and Extended Constructed Responses (ECRs)

1. Go to the Maryland State Department of Education (MSDE) web address below:
2. Listen to the Scoring Tutor. BCR Rubric and ECR Rubric.
   http://mdk12.org/assessments/high_school/look_like/english/media/eng_ecr_intro.html
3. Go to Print Anchor Papers. Study Item 43.
4. Under Item 43 complete Practice Set A and Practice Set B.
5. Record on a piece of paper both Your Score and the Expert Score for each practice item. Table the scores as follows:

   Practice Set A
   
   Item No. ___  My Score ___  Expert Score ___
   Item No. ___  My Score ___  Expert Score ___
   etc.

6. Turn in the completed exercise (Practice Sets A and B for Item 43) by Thursday, Nov.
6.

10. Thurs., Nov. 6

Teaching Students to Write More Complex Arguments
How Are Judgments Made in the Real World?
Writing an Analysis of an Argument

Hillocks, Chap. 4
Barnet & Bedau, Chap. 5

Microteaching

Stasis Theory
Claim-Support-Conclusion (C-S-C) Model

BCR/ECR Item 43 (Practice Sets A and B) due
11. Thurs., Nov. 13

Teaching Students to Write More Complex Arguments
Answering Difficult Questions: Learning to Make Judgments Based on Criteria
Developing an Argument of Your Own

Hillocks, Chap. 5
Barnet & Bedau, Chap. 6

Microteaching
Stasis Theory
Claim-Support-Conclusion (C-S-C) Model

Rough draft of one week of edTPA lesson plans due. Ask dyad member to comment on your draft using the appropriate rubric.

12. Thurs., Nov. 20

Teaching Students to Write More Complex Arguments
What is Courage? Developing and Supporting Criteria for Arguments of Judgment
Using Sources

Hillocks, Chap. 6
Barnet & Bedau, Chap. 7

Microteaching
Stasis Theory
Claim-Support-Conclusion (C-S-C) Model

Return completed rubrics on one week of edTPA lesson plans.

Thurs., Nov. 27

Thanksgiving Break

13. Thurs., Dec. 4

Teaching Students to Write More Complex Arguments
Argument and Interpretation: Teaching Students How to Make Literary Judgments
A Philosopher’s View: The Toulmin Model

Hillocks, Chap. 7
Barnet & Bedau, Chap. 8

Microteaching
Stasis Theory
Claim-Support-Conclusion (C-S-C) Model
14. Thurs., Dec. 11

A Logician’s View: Deduction, Induction, Fallacies
A Psychologist’s View: Rogerian Argument

Barnet & Bedau, Chaps. 9 - 10

Stasis Theory

Coulter, *Slander: Liberal Lies About the American Right* (excerpt). [Conservative]
Ferguson, “Inside Job” [digital text]
Moore, “Sicko” [digital text]

Microteaching

Claim-Support-Conclusion (C-S-C) Model

Final draft of one week of persuasion/argumentation edTPA lesson plans is due
Graduate research paper is due.

**FINAL QUIZ:** Refer to the *Fall 2014 Schedule of Classes.*

I will confirm the date, place, and time for the final quiz.

Friday, Dec. 12

Last day for all University of Maryland classes, Fall Semester, 2014
<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 Outstanding</th>
<th>3 Good</th>
<th>2 Satisfactory</th>
<th>1 or 0 Extensive Rewrite</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Complete in all respects; introduces inquiry project topic and clearly states research problem</td>
<td>Complete introduction in almost all respects</td>
<td>Introduction lacking in clarity in articulating topic and stating research problem</td>
<td>Introduction lacking in most respects with incomplete articulation of inquiry project topic and research problem</td>
<td></td>
</tr>
<tr>
<td>Literature review</td>
<td>Relates literature review clearly to the focus of study and exhibits seamless synthesis with logical transitions</td>
<td>Relates literature review to focus of study and exhibits synthesis with logical transitions</td>
<td>Relates literature review loosely to study and exhibits some synthesis and transitions</td>
<td>Relates literature review minimally to study and lacks synthesis and transitions</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Contains well articulated purpose with clearly stated primary and secondary questions</td>
<td>Contains purpose and primary and secondary questions</td>
<td>Contains unclear purpose and minimal articulation of primary and secondary questions</td>
<td>Does not contains a purpose statement</td>
<td></td>
</tr>
<tr>
<td>Setting/Participants</td>
<td>Describes setting and participants in detail, e.g., AYP, gender, race, FARMS, highly qualified teachers, student transfer rate, AP or IB Programs, etc.</td>
<td>Describes setting and participants</td>
<td>Describes setting and participants in minimal detail</td>
<td>Does not describe setting or participants</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>Documents intervention using detailed description</td>
<td>Documents intervention using some description</td>
<td>Documents intervention with little description</td>
<td>Does not document intervention</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>Includes multiple forms of data collection with clear explanation</td>
<td>Includes several forms of data collection with explanation in appendix</td>
<td>Includes data collection with some explanation in appendix</td>
<td>Does not include data collection or explanation in appendix</td>
<td></td>
</tr>
<tr>
<td>Validity and Reliability</td>
<td>Explains methods to increase validity and reliability in detail</td>
<td>Explains methods to increase validity and reliability</td>
<td>Explains methods with limited detail</td>
<td>Does not explain methods to increase validity and reliability</td>
<td></td>
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<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Results of study</td>
<td>Provides results from multiple and appropriate forms of data</td>
<td>Provides results from data</td>
<td>Provides minimal results from some data</td>
<td>Does not provide evidence of results from data</td>
<td></td>
</tr>
<tr>
<td>Conclusions and Reflections</td>
<td>Describes conclusions clearly with elaboration on future plans</td>
<td>Describes conclusions with some elaboration on future plans</td>
<td>Describes conclusions minimally with no future plans explained</td>
<td>Does not describe conclusions</td>
<td></td>
</tr>
</tbody>
</table>

Total:
"I use the term I Search rather than research not to convey that this paper is written to search an I or me, to come to “know oneself,” but rather to remind the reader and writer that there is an I doing the searching and writing who affects the bend and quality of truth in the work.” Ken Macrorie

“It records a search that has had meaning for the writer.” Ken Macrorie

“It proceeds naturally from: (1) what the writer knew and did not know about her topic when she started out; to (2) what she wanted to find out; to (3) the story of her search; to (4) what she learned.” Ken Macrorie

“The point of using this archetypal story pattern in reports and research papers is that it shows the reader where the writer is coming from, whether it be a storehouse of experience or the height of naiveté, and thus enables the reader better to judge the course and conclusions of the writer.” Ken Macrorie

Here are two student responses:

• This paper is essentially a story of how and what you’re finding out about a topic.

• It sounds like a lot to do an I-Search paper. Just forget about how long the final form will be; in fact, don’t even think about it. First think of a subject--not just any subject but something that really interests you. Pick your subject with care, one that you don’t know everything about. Then start the fun! See how creative you can get trying to figure new and different ways of searching out your topic. After you find something out, write it so you don’t forget details. It’s awful hard to sit down and write your whole search after you’re done. Write a few sentences here and there--before you know it, you’ll be done. Remember to keep a record of your sources.

“The people I interviewed liked the idea because they knew I was really interested.” A student

“Most of the I-Search papers I have read from my classes and those of other teachers from around the country are easy and organic in form and have one authentic voice. The assignment carries with it a natural form that comes easily to a searcher. And since the assignment is the story of the writer in action, he or she does not need to cultivate a voice.” Ken Macrorie
“And almost never do we find **English** (the pretentious word-wasting dialect of school) in the paper.” Ken Macrorie

“There are three poles in the I-Search: the student searcher, the authorities to be consulted, and the persons likely to read the paper.” Ken Macrorie

“The form of the I-Search enterprise is ancient, in some ways prehuman, like an animal hunting. ‘Tell the story of the hunt’ is the instruction. Pompous ill-founded generalizing must be brought into such a paper by a great act of will. These kinds of statements are not inherent in the narrative of a quest dominated by face-to-face encounters with human beings talking about things dear to them.” Ken Macrorie

“Some I-Searchers have learned a great deal but have been content with one good source. They needed to search for several opposing views so that they would face the challenge of deciding among differing experts’ opinions. But even this group has learned more from their searches than do most writers of conventional research papers.” Ken Macrorie

“‘Something you need to find out in your life, however small or large,’ should be the ruling passion.” Ken Macrorie

“In reading papers written by my own students and those of many other teachers, I have usually been able to tell in the first paragraph whether or not the paper will be strong. ‘I’ve always been interested in handguns and so thought I would investigate the current controversy on banning and registering guns’ does not sound like the beginning of a powerful I-Search paper. Such a beginning is usually composed by a student making the conventional school response to an assignment--guessing what the teacher wants him or her to be interested in. Or the student may be following the long traditions of phony scholarly detachment and not revealing his or her true needs. A meaningful search grows from seeds in the writer’s life, which need to be revealed immediately to the reader.” Ken Macrorie

For more specifics on the *I-Search* paper, refer to *Practical Ideas for Teaching Writing as a Process at the High School and College Levels*, pp. 152-167.

Refer to the *Microsoft Word (see Microsoft Office) Newsletter Templates*.

Website: [http://officeupdate.microsoft.com/TemplateGallery/](http://officeupdate.microsoft.com/TemplateGallery/)
<table>
<thead>
<tr>
<th>EDCI 467: Teaching Writing</th>
<th>Name __________________________________________</th>
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<tbody>
<tr>
<td>W. Slater</td>
<td>I (Information)-Search Paper Evaluation Rubric</td>
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### General Merit

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### Newsletter Format

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<td>Headlines/Subheadings</td>
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</tbody>
</table>

### Strong Aspects of I-Search Paper

### Areas for Improvement
Teacher Performance Assessment (edTPA) Lesson Plans:

Critical Topics in Written Communication

Title Page

Table of Contents

Rationale for Lesson Plans on Critical Topics in Written Communication

Refer to the separate handout titled edTPA Assessment Handbook: Secondary English Language Arts (September 2014), EDCI 467 class texts, the Soven chapter titled “Composition Curricula: Four Approaches,” and information searches in McKeldin Library.

Daily Lesson Plans (one week of instruction)

What are the cognitive objectives for each day? These should map onto your Unit cognitive objectives. See Maryland Voluntary State Curriculum and Common Core State Standards in English Language Arts.

What are the affective goals for each day? These should map onto your Unit affective goals.

How do these objectives and goals map onto MSDE’s Language Arts MLOs? See MSDE Language Arts MLOs.

What is the specific instruction/teaching for each day? Be specific. See Hillocks, Soven, and Tompkins.

What specific reading assignments, information search assignments, speaking assignments, listening assignments, activities, materials, handouts, and assessments (formative/summative: quizzes, tests, etc.) will be used each day? Your objective is to develop and/or find interesting and challenging material. Again, be as specific as possible.

Consider using Lesson Plan Template 1 or Lesson Plan Template 2.

Reference Section

Use an American Psychological Association (6th edition) or a Modern Language Association format.

Appendices

Use appendices for multiple page instructional materials that are too long to include with your daily lesson plans.
UNIT TITLE:  
CONTENT AREA:  

LESSON TITLE:  
MODEL/STRATEGY:  

GRADE LEVEL:  

INSTRUCTIONAL GOAL(S):  Students will learn:  (Relates educational as well as content specific goals or other content areas. Refer to school district curriculum guides, readwritethink (http://www.readwritethink.org/) and Thinkfinity (http://www.thinkfinity.org/).
Also refer to the Maryland State Department of Education (MSDE): Voluntary State Curriculum (K – 12) http://mdk12.org/mspp/standards/ and MSDE’s Common Core State Standards Initiative (http://www.msde.maryland.gov/MSDE/programs/ccss) in regard to what students need to know and be able to do in various content (subject matter) areas. In other words as you plan your instruction ask why is this important enough for you to teach and students to learn? How does it fit (map onto) what they already know or need to know?

ESSENTIAL QUESTION(S):  (A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and in-depth coverage (sometimes referred to as uncoverage (see Wiggins & McTighe, 2006)) of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.

PERFORMANCE OBJECTIVE(S):  Students will:  (What will students do and/or construct or create to demonstrate that they learned the above?)

CRITICAL (DIVERGENT) THINKING:  (List and/or describe how students will examine/explore critical/divergent/creative ideas related to the lesson.)

VOCABULARY:  (Prepare a list of relevant words students are expected to learn as part of the lesson.)

TEACHER PREPARATION:  (List what needs to be prepared-collected before teaching the lesson.)

TECHNOLOGY/MATERIALS:  (What will the students need to complete the lesson?)

LESSON/ACTIVITY:  (This is the body of the lesson that includes an Introduction, Procedures, Closure/Summary for each day.)

- INTRODUCTION:  (How will you motivate/prepare students so they are ready/eager to learn? Include an opening and association statement and/or question(s), as well as a visualization and transitional segment.)

- PROCEDURES:  (These are the actions/strategies that map onto the instructional model(s) being used, e.g., reciprocal teaching.)

<table>
<thead>
<tr>
<th>Time in Minutes</th>
<th>Content/Concepts</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – 3</td>
<td>Anticipatory Set</td>
<td>Teacher will ask questions ….</td>
<td>Student(s) will ….</td>
</tr>
</tbody>
</table>

- CLOSURE/SUMMARY:  (Recap and review the most salient points of the lesson.)

RUBRIC(S):  (Depending on the grade level/lesson, a rubric is to be used for students’ self-evaluation and/or for the teacher’s evaluation/grading.)
EVALUATION/GRADING CRITERIA:

- **Formative** (assessments and tests given during instruction to monitor learning progress, detect learning errors, and provide feedback to students and teachers)

- **Summative** (assessment or test given at the end of a unit or course to measure the extent to which the intended learning outcomes and performance standards have been achieved; end-of-unit tests can be used for giving feedback to students, encouraging students to undertake more challenging advanced work, assigning remedial work, and assessing instruction as well as for grading purposes)

MODIFICATIONS: (What accommodations will the teacher make for inclusion students (special needs), gifted and talented students, English language learners, etc., to ensure success for all students (instructional planning: simplified to more complex)?)

REFERENCES: Consider citing at least one (1) up-to-date text and two (2) recent journal articles, e.g., *Reading Research Quarterly, Journal of Adolescent and Adult Literacy, The Reading Teacher, English Journal, Language Arts*, etc. Use APA (6th ed.) or MLA format.

*Selected References for Instructional Planning*


TEACHER PERFORMANCE ASSESSMENT (edTPA)  
SIMPLE LESSON PLAN TEMPLATE 2

UNIT TITLE: CONTENT AREA:

LESSON TITLE: MODEL/STRATEGY:

GRADE LEVEL:

CCSS (Common Core State Standards) Indicator(s):

Materials Needed:

Key Vocabulary:

Focusing Student Attention (Warm-Up): Engage student interest; tap prior knowledge; ensure on-task behavior

Statement of Objective(s): How will essential learner outcomes for this particular lesson be stated and communicated to students? Must be concise and measurable. Students will learn: (Relates educational as well as content specific goals or other content areas. Refer to school district curriculum guides and readwritethink (http://www.readwritethink.org/). Also refer to the SIOP (Sheltered Instruction Observation Protocol) at http://www.ca1.org/siop/.

Also refer to the Maryland State Department of Education (MSDE): Voluntary State Curriculum (PK – 8) http://mdk12.org/assessments/vsc/index.html, (Grades 9 – 12) http://mdk12.org/assessments/standards/9-12.html, and MSDE’s Common Core State Standards Initiative (http://www.msde.maryland.gov/MSDE/programs/ccss) in regard to what students need to know and be able to do in various content (subject matter) areas. In other words, as you plan your instruction ask why is this important enough for you to teach and students to learn? How does it fit (map onto) what they already know or need to know?

Developmental Activities (Teacher-Directed): How will you structure and organize the lesson to ensure student mastery of essential learner outcomes? How will assessment of student progress be integrated into the instruction?

1. Declarative Knowledge: What are the general topics and specifics of the lesson? What are the essential facts, concepts, generalizations, principles, and connections that I wish to emphasize?

2. Procedural Knowledge: Logistically, how will the lesson be carried out? What skills, processes, competencies, and procedures do students need in order to master the material in the lesson?

3. Guided Practice Activities: What will students do that will extend, refine, and reinforce the learning outcomes you have in place for them?

Independent Activities/Meaningful-Use Tasks (Students alone or in cooperative groups): How will students demonstrate self-regulated, critical, and creative thinking? How will they practice with or work toward desired outcomes? What will they do to move toward successful, long-term performance-based tasks?

Assessment Activities: Throughout the lesson (and beyond), how will I monitor student progress (formative assessment) and determine student mastery (summative assessment) of the material and achievement of desired learning outcomes?

Closure Activity (Teacher guided...brings a sense of completion to the day’s lesson): It may be an essential part of the assessment process, a stand-alone activity, a connection to the next day’s lesson, or simply a concluding wrap-up and review. What did we learn today? Did we meet our class objective?
EDCI 467: Teaching Writing

**edTPA Lesson Plans: Critical Topics in Written Communication Performance Evaluation Rubric**

1. Established a clear rationale for the lesson plans: 9 8 7 6 5
2. Supported rationale with relevant research: 9 8 7 6 5
3. Established clear unit cognitive objectives and affective goals mapped onto MSDE Standards: 9 8 7 6 5
4. Established clear daily cognitive objectives and affective goals (when appropriate) mapped onto MSDE Standards: 4 3 2 1 0
5. Delineated specific daily linking activities: 4 3 2 1 0
6. Selected appropriate materials for instruction: 4 3 2 1 0
7. Incorporated appropriate discussion questions: 4 3 2 1 0
8. Incorporated appropriate performance assessments: (formative/summative: presentations, discussions, quizzes, tests, etc.) 4 3 2 1 0
9. Implemented a variety of instructional methods: (direct, cooperative, reciprocal teaching, computer-based, etc.) 4 3 2 1 0
10. Incorporated appropriate readings and assignments for inclusion/special education students: 4 3 2 1 0
11. Incorporated technology for instruction (when appropriate) 4 3 2 1 0
12. Included a complete reference section using a standard and accepted format (APA or MLA): 4 3 2 1 0
13. Prepared a literate document: (typed, proofread, page nos. correct, title page, table of contents, etc., refer to assignment sheet) 4 3 2 1 0
14. Other: 4 3 2 1 0
What is a review of the literature? A literature review is an account of what has been published on a topic by respected scholars and researchers. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available or a set of summaries.

Besides enlarging your knowledge about the topic, writing a literature review allows you to gain and demonstrate skills in two areas:

1. **information search**: the ability to scan the research literature efficiently, using manual or computerized methods, to identify a set of useful articles and books;
2. **critical evaluation**: the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:

a) be organized around and related directly to the thesis or research question you are developing;
b) synthesize results into a summary of what is and is not known;
c) identify areas of controversy in the literature;
d) formulate questions that need further research.

Ask yourself questions like these:

1. What is the **specific thesis, problem, or research question** that my literature review helps to define?
2. What **type** of literature review am I conducting? Am I examining issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a teaching strategy)? qualitative research (e.g., case studies)?
3. What is the **scope** of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., writing research, psychology, sociology, education policy)?
4. How good was my **information search**? Has my search been wide enough to ensure I have found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I have used appropriate for the length of my paper?
5. Have I critically analyzed the literature I use? Do I follow through on a set of claims and questions, comparing them to each other and the ways scholars articulate them? Instead of just listing and summarizing claims, do I evaluate them, discussing strengths and limitations?

6. Have I cited and discussed studies contrary to my perspective?

7. Will the reader find my literature review relevant, appropriate, and useful?

Ask yourself questions like these about each book or article you include:

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author’s research orientation (e.g., interpretive, critical inquiry, combination)?
5. What is the author’s theoretical framework (e.g., psychological, developmental, feminist)?
6. What is the relationship between the theoretical and research perspectives?
7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature that takes positions she or he does not agree with?
8. In a research study, how valid are the basic components of the study design (e.g., sample, intervention, outcome)? How valid and reliable are the measurements? Is the analysis of the data accurate and relevant to the research questions? Are the conclusions derived in a valid and reliable manner from the data and analyses?
9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically charged language and tone? Is there an objective basis to the reasoning, or is the author merely rehearsing what he or she already believes?
10. How does the author structure the argument? Can you deconstruct the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for instructional practice? What are the strengths and limitations?
12. How does this book or article relate to the specific thesis or question I am developing?

Sign up on the EDCI 467 appointment schedule (30 minute time block) to discuss your proposed topic and to ask any questions you may have about the assignment.

My office is located in 2304-G Benjamin Building.
# EDCI 467: Teaching Writing

### W. Slater

#### Rubric for Review of the Literature

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<td>Did not discuss the criteria for inclusion or exclusion</td>
<td>Discussed the literature included and excluded</td>
<td>Justified literature included and excluded</td>
</tr>
<tr>
<td>Identified what has been done from what needs to be done.</td>
<td>Did not identify what has and has not been done</td>
<td>Discussed what has and has not been done</td>
<td>Critically examined the state of the field</td>
</tr>
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<td>Placed the topic or problem in the broader scholarly literature (context)</td>
<td>Topic not placed in broader scholarly literature (context)</td>
<td>Some discussion of broader scholarly literature (context)</td>
<td>Topic clearly situated in broader scholarly literature (context)</td>
</tr>
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<td>Placed the research in historical context of the field.</td>
<td>History of topic not discussed</td>
<td>Some mention of historical literature</td>
<td>Critical examination of history of topic</td>
</tr>
<tr>
<td>Acquired and enhanced the subject vocabulary.</td>
<td>Key vocabulary not discussed</td>
<td>Key vocabulary defined</td>
<td>Ambiguities in definitions discussed and resolved</td>
</tr>
<tr>
<td>Articulated important variables and phenomena relevant to the topic.</td>
<td>Key variables and phenomena not discussed</td>
<td>Reviewed relationships among key variables and phenomena</td>
<td>Notes ambiguities in literature and proposes new relationships</td>
</tr>
<tr>
<td>Synthesized and gained new perspective on literature.</td>
<td>Accepts literature at face value</td>
<td>Some critique of literature</td>
<td>Offered new perspective</td>
</tr>
<tr>
<td>Identified the main methodologies and research techniques that have been used in the field; and their advantages and limitations.</td>
<td>Research methods not discussed</td>
<td>Research methods used to produce claims discussed</td>
<td>Research methods critiqued or new methods proposed</td>
</tr>
<tr>
<td>Related ideas and theories to research methodology.</td>
<td>Research methods not discussed</td>
<td>Discussed appropriateness of research methods to warrant claims</td>
<td>Critiqued appropriateness of research methods to warrant claims</td>
</tr>
<tr>
<td>Articulated the practical significance of the research problem.</td>
<td>Practical significance of research not discussed</td>
<td>Practical significance discussed</td>
<td>Practical significance of research critiqued</td>
</tr>
<tr>
<td>Articulated the scholarly significance of the research problem.</td>
<td>Scholarly significance of research not discussed</td>
<td>Scholarly significance discussed</td>
<td>Scholarly significance of research critiqued</td>
</tr>
<tr>
<td>Written with a coherent, clear structure that supports review.</td>
<td>Poorly conceptualized, haphazard</td>
<td>Some coherent structure</td>
<td>Well developed, coherent</td>
</tr>
<tr>
<td>Used standard and accepted documentation and reference format (APA or MLA).</td>
<td>Incorrect use of documentation and reference format</td>
<td>Some appropriate use of documentation and reference format</td>
<td>Appropriate use of documentation and reference format</td>
</tr>
<tr>
<td>Demonstrated mastery of edited Academic English.</td>
<td>Significant problems with English usage, word choice, spelling</td>
<td>Some problems with English usage, word choice, spelling</td>
<td>Paper reflects mastery of edited Academic English</td>
</tr>
</tbody>
</table>

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Rubric for Scoring Definition of Terms

A: The student demonstrates a complete and detailed understanding of the term. The student constructs details, explanations, and descriptions of the term and uses the term in context.

B: The student demonstrates a complete understanding of the term and generates explanations and descriptions of the term.

C: The student demonstrates an incomplete understanding of the term or some misconceptions about the meaning of the term. However, the student demonstrates a basic understanding of the term.

D: The student demonstrates so many misconceptions about the term that the student cannot be said to understand the term.

F: Not enough information to make a judgment.

Rubric for Scoring Essay Response Questions

A: The student demonstrates a thorough understanding of the important concepts or generalizations, provides supporting details from the text (s), and provides new insights into some aspect of that information.

B: The student demonstrates a complete and accurate understanding of the important concepts or generalizations and provides some supporting details from the text (s).

C: The student demonstrates an incomplete understanding of the important concepts and generalizations and has included some notable misconceptions.

D: The student demonstrates major misconceptions about the concepts and generalizations.

F: Not enough information to make a judgment.