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Spring 2-1-2022

### ENT 440.01: Teaching Writing in Secondary Schools

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Chin, Beverly A., "ENT 440.01: Teaching Writing in Secondary Schools" (2022). *University of Montana Course Syllabi, 2021-2025*. 656.

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## ENT 440 TEACHING WRITING (Spring 2022)

Class meets on Tuesdays, January 18-May 10 from 5:00 pm to 7:50 pm in LA 011.

Dr. Beverly Ann Chin

Office: LA 109

Office hours: Mondays and Tuesdays, 3 pm to 5 pm. Please make an appointment.

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### Course Purpose

This course is designed for individuals who are interested in the teaching of writing, grades 5-12. The purpose of the course is to provide beginning teachers of English language arts with knowledge, pedagogy, and attitudes about composing processes. The course is based upon the current research, professional association guidelines, state/national standards, and best practices in the teaching of writing. This course prepares teachers to design, implement, and evaluate methods of writing instruction. The course also examines the relationships among writing instruction, curriculum, standards, and assessment. Through writing workshops, small group/large group discussions, and mini-teaching presentations, the course creates a community of writers who reflect upon their own and their students' language, literacy, and learning.

This course embodies the UM College of Education's Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course also embodies the UM College of Education's Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

### Course Objectives

To provide beginning teachers with the knowledge of written composition, including an understanding of and practice in

- the composing processes
- the different forms of written discourse for different text types/purposes and different audiences
- the effects of written language (including different levels of usage and dialects) upon purpose, audience, and comprehension
- the identification and assessment of the developmental abilities of writers
- the role of grammar in improving writing instruction
- the teaching of writing in different genres, formats, and interdisciplinary projects
- the direct and indirect assessments and formative/summative assessments of writing

To provide beginning teachers with opportunities to

- design, implement, and evaluate writing lessons and strategies that reflect current research in literacy and learning theory
- experience different ways to organize students for effective whole-class, small group, and individual work
- explore a variety of effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles
- design/use writing to promote and assess students' thinking, learning, and communication skills
- interpret assessments of students' writing to students, parents, and educators

To develop in beginning teachers the professional behaviors and dispositions that

- all students can learn and are worthy of a teacher's attention and assistance

- all learners and their languages/dialects have value and worth
- teachers need to take informed stands on professional issues
- teachers need to create communities of learners and encourage all students to become literate, creative, respectful, and responsible individuals
- teachers need to model the value of writing as a way to learn and develop personally as well as a way to communicate with others

## Course Topics

writing processes  
 designing effective writing assignments  
 responding to students and their writing interests and proficiencies  
 planning, organizing, conducting, and reflecting on writing workshops  
 peer response and collaborative editing groups for writing  
 teacher and student conferences on writing  
 formative and summative writing assessments (NAEP, Smarter Balanced Assessment Consortium)  
 criteria and holistic/analytic rubrics for assessing/evaluating writing  
 technology, media, and writing instruction  
 role of grammar in writing instruction  
 goals of school-wide writing program (writing across the curriculum)  
 relationship between writing and reading and the other language arts  
 research in the teaching of writing across the curriculum  
 state and national standards for writing and language (Montana State Standards)

## Learning Outcomes

Teachers will learn best practices and current research that inform the teaching writing to middle and high school students.

Teachers will plan effective lesson plans and units for teaching different genres, purposes, audiences, and contexts for writing.

Teachers will create/select/use appropriate resources for teaching writing and make effective instructional decisions based on formative and summative writing assessments.

Teachers will know multiple, differentiated strategies for teaching and assessing their students' literacy and writing proficiency.

Teachers will demonstrate the principles of learning communities (integration of ideas, cooperative endeavors, and respect for individual worth).

Teachers will demonstrate professional behaviors and dispositions (diversity, equity, fairness, and personal integrity).

## Requirements and Assignments

1. Regular class attendance. If you must be absent, please inform the instructor. Also, contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting. You should try to Zoom into class through a classmate's laptop computer.
2. Completion of daily assignments and participation in the workshops, including partnership/small group work, peer response and editing groups, large class discussion, and teaching presentations. Check Moodle and email for updates on assignments and due dates.
3. Completion of all major assignments, including
  - designing writing assignments
  - reviewing research and recommended methods in teaching writing

- planning, writing, teaching, and reflecting on lesson plans for teaching writing
- providing feedback/assessing students' writing proficiencies based on criteria and rubrics (This assignment is fulfilled through the in-class assignment OR through volunteering in Writing Coaches of Montana.)
- writing a final course synthesis/reflection paper

**GRADUATE STUDENTS:** Students enrolled for graduate credit must read an additional book on teaching writing, write a response paper on the strategies in that book, and present this information to class.

#### 4. Professional membership

Required: Student or teacher membership in National Council of Teachers of English ([NCTE](#))

Recommended: Student or teacher membership in the state NCTE affiliate-- Montana Association of Teachers of English Language Arts ([MATELA](#))

#### 5. Course evaluation

### Grading Criteria

Assignment	Percentage of Final Grade
Attendance, participation, homework	10%
Designing writing assignments (written)	15%
Book review of research & recommended methods	15%
Project: Lesson Plans on Teaching Writing (written)	15%
Project: Lesson Plans on Teaching Writing (teaching presentation and & written reflection on project)	15%
Responding to/Assessing student writing (in-class assignment OR Writing Coaches of Montana)	15%
Final Course Synthesis/Reflection Paper	15%

Graduate students are required to read an additional book, write a paper and present this book to the class.

### Course Grading Scale

100%--93%	A	79% - 77%	C+
92% - 90%	A-	76% - 73%	C
89% - 87%	B+	72% - 70%	C-
86% - 83%	B	69% - 60%	D

82% - 80%

B-

59% - 0

F

## Course Policies

1. Regular attendance and full, respectful, professional participation is expected. Absences and/or lack of participation will affect the final grade.

2. Academic Policy – All students must practice academic honesty. Students should complete their own work. Students should not claim authorship of other scholars' publications. References should be cited in APA or MLA format for all written work submitted for this class. Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor and may result in an F in the course. Please review the definition and consequences of plagiarism described in Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)

3. You must elect to take this course for a traditional letter grade.

4. Late assignments may be penalized.

5. A grade of "Incomplete" may be assigned at the instructor's discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled "Incomplete Grade Policy" in the University of Montana Catalog for more information - [Academic Policies and Procedures](#)

6. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Office of Disability Equity. Students with disabilities may obtain support for classes through this office located in the Lommasson Center 154 or (406) 243-2243. Please consult with me at the beginning of the semester if you have registered with the Office of Disability Equity and have accommodations for your classes. I want to ensure all students receive the necessary support and appropriate modifications for success in this course.

7. Please consult UM website for important dates, especially the last day to drop the course with full refund and the last day to drop the course without a refund.

## Required Core Course Texts

*6+1 Traits of Writing: The Complete Guide for Grades 3 and Up* by Ruth Culham (Scholastic, - 2003)

*Is It Done Yet? Teaching Adolescents the Art of Revision* by Barry Gilmore (Heinemann, 2007)

**Required: These 5 eBooks are free and online.**

Chin, Beverly. "Effective Strategies for Engaging Middle School Students in Writing and Grammar Instruction." *Professional Development E-Book Series*, (William H. Sadlier, 2015)

<https://go.sadlier.com/school/engaging-middle-highschool-students-in-writing-and-grammar-instruction-ebook>

Chin, Beverly. "Teaching Meaningful Revision: Developing and Deepening Students' Writing."

*Professional Development E-Book Series*, (William H. Sadlier, 2014)

<https://go.sadlier.com/school/teaching-meaningful-revision-developing-students-writing-ebook>

Chin, Beverly. "Best Practices for Teaching Grammar at the Elementary Grades." *Professional Development E-Book Series*, (William H. Sadlier, 2014)

<https://go.sadlier.com/school/teaching-grammar-writing-elementary-grades-ebook>

Chin, Beverly. "The Role of Grammar in Improving Students' Writing." *Professional Development E-Book Series*, (William H. Sadlier, 2015)

<https://go.sadlier.com/school/the-role-of-grammar-in-improving-students-writing-ebook>

Chin, Beverly. "Teaching Writing in the Context of Common Core State Standards." *Professional Development E-Book Series*, (William H. Sadlier, 2014)

<https://go.sadlier.com/school/teaching-writing-common-core-state-standards-whitepaper>

### **Choice Texts for Graduate Students (Select one of these three texts for your project/presentation)**

*Teaching Adolescent Writers* by Kelly Gallagher (Stenhouse, 2006)

*Teaching Middle School Writers* by Laura Robb (Heinemann, 2010)

*Writing Can Change Everything: Middle Level Kids Writing Themselves into the World* by Shelbie Witt (NCTE 2020)

### **Other Important Resources**

MT OPI English Language Arts and Literacy Standards

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/English-Language-Arts-Literacy-Standards>

National Assessment of Educational Progress—Writing Framework

<https://www.nagb.gov/naep-frameworks/writing/2017-writing-framework.html>

National Board for Professional Teaching Standards--Adolescence and Young Adulthood/English Language Arts Standards

<https://www.nbpts.org/standards-five-core-propositions/>

Writing Coaches of Montana <https://writingcoachesofmontana.org>