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# ENT 547.50: Advanced Teaching Strategies for Writing & Reading

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## **ENT 547 Advanced Teaching Strategies for Writing and Reading**

**Spring 2018**

**Instructor: Dr. Dana Haring**

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**(406) 212-2162 (call or text)**

**Office hours: I am happy to take calls from 3:00 pm until 8:00 pm.**

### **COURSE DESCRIPTION**

We will immerse ourselves in the recent research and best practices about the teaching of writing and reading in secondary classrooms. By learning about and practicing new as well as tried and true strategies, we will enhance the delivery and richness of literacy practices in our current and future classrooms. This course will use the Common Core State Standards, the Montana Content Standards for English Language Arts and Literacy, and the NCTE/IRA Standards for English Language Arts. By looking at writing and reading separately and together, with lenses both wide and magnified, and as both skill-focused and content-focused, we will develop progressive and thoughtful literacy communities.

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

This course also addresses the National Board for Professional Teaching Standards (NBPTS)—Early Adolescence through Young Adulthood/English Language Arts (EAYA/ELA) Standards (2014):

1. Standard I: Knowledge of Students: Accomplished English language arts teachers acquire knowledge about their students to advance students' learning in the English language arts and to prepare students for successful participation in the world.
2. Standard II: Fairness, Equity, and Diversity: Accomplished English language arts teachers practice fairness and equity because of their commitment to the acceptance and appreciation of others. Accomplished teachers use a variety of strategies and materials to address disparities among students and provide meaningful learning opportunities that meet the diverse needs of all learners.
3. Standard III: Learning Environment: Using their understanding of the ways in which physical and relational factors combine in the classroom, accomplished English language arts teachers purposefully design inclusive learning environments that engage, challenge, and support student learning.

4. Standard IV: Instructional Design and Implementation: Accomplished English language arts teachers use their knowledge of students, their discipline, and pedagogy to design and implement instruction that promotes the learning of all students.
5. Standard V: Reading and Viewing: Accomplished English language arts teachers engage their students in reading and viewing a wide range of texts. Teachers support all students in developing the dispositions and proficiencies necessary for comprehending, analyzing, evaluating, and appreciating the texts.
6. Standard VI: Writing and Producing: Accomplished English language arts teachers provide instruction in the processes, skills, and knowledge about writing that their students will need to effectively produce a variety of texts for a range of audiences and purposes.
7. Standard VII: Speaking and Listening: Accomplished English language arts teachers equip students to become effective communicators by strengthening their speaking and listening skills for various purposes within a broad range of contexts.
8. Standard VIII: Language Study: Accomplished English language arts teachers develop their students' appreciation of the functional and aesthetic aspects of language and expand their students' capacity to use language effectively.
9. Standard IX: Inquiry: Through inquiry, accomplished English language arts teachers foster dispositions in students to examine multiple perspectives; promote a process that prompts students to ask critical questions; encourage students to act on what they have learned; and equip students with the tools needed to examine, organize, manage, and analyze information.
10. Standard X: Assessment: Accomplished English language arts teachers create and select valid assessment tools as part of an ongoing process of monitoring and evaluating student learning. Teachers use assessment results to provide meaningful feedback to students, engage students in self-assessment, shape instructional decisions, and communicate to various stakeholders.
11. Standard XI: Collaboration: Accomplished English language arts teachers collaborate to improve instruction and student learning, advance the knowledge and practice of the field, enhance their professional identities, and foster collaboration in their classrooms and beyond.
12. Standard XII: Advocacy: Accomplished English language arts teachers advocate for their students, for the content of English language arts, and for their profession.

## **REQUIREMENTS AND ASSIGNMENTS**

1. Regular online access/attendance and active class participation
2. Completion of all homework assignments, including response papers and lesson plans and other deliverables.
3. Completion of all major assignments, including
  - a. Written responses to and online discussion of course texts and other readings

- b. Unit plan, including a text set and accompanying reading and writing strategies
  - c. Final reflection
4. Course evaluation
5. Professional membership
- a. Required: student or teacher membership in National Council of Teachers of English  
[National Council of Teachers of English](#)
  - b. Recommended: student or teacher membership in Montana Association of Teachers of English Language Arts  
[Montana Association of Teachers of English Language Arts](#)

**CRITERIA FOR FINAL GRADE**

Strategy practice and other homework	50%
Design and presentation of the unit plan	20%
Attendance and participation (including discussions)	20%
Final reflection	10%

**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**

- Regular attendance and full participation are expected. Absences and/or lack of participation will affect the final grade.
- Consult UM website for important dates, including the last day to drop the course with full refund and the last day to drop the course without a refund.
- You must elect to take this course for a letter grade.
- “The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.”
- Plagiarized work results in an automatic F in the course. Please see university catalog for definition and consequences of plagiarism. “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).”

6. Late assignments may be penalized.
7. A grade of “Incomplete” may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student has a) been in regular attendance, b) participated fully in class, and c) currently passing the course. Please see university catalog for circumstances regarding incomplete grades.

### **REQUIRED TEXTS:**

Beers, G. Kylene, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016.

Campbell, Kimberly Hill. *Less is More: Teaching Literature with Short Texts*. Portland, ME: Stenhouse, 2007.

Dean, Deborah. *Strategic Writing: The Writing Process and beyond in the Secondary English Classroom*. Urbana, IL: National Council of Teachers of English, 2017.

Kirby, Dawn Latta, and Darren Crovitz. *Inside Out, Fourth Edition: Strategies for Teaching Writing*. Portsmouth, NH: Heinemann, 2012.

### **OPTIONAL TEXTS**

Crovitz, Darren, and Michelle D. Devereaux. *Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage*. Urbana, IL: NCTE, 2017.

Hillocks, George, Jr. *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning*. Portsmouth, NH: Heinemann, 2011.

Wilhelm, Jeffrey D. *Get it done!: writing and analyzing informational texts to make things happen*. Portsmouth, NH: Heinemann, 2012.

### **OTHER RESOURCES:**

- Common Core State Standards [Common Core Standards](#)
- Montana Common Core Standards [Office of Public Instruction \(MCCS\)](#)
- Smarter Balanced Assessment Consortium [Smarter Balanced](#)
- National Board for Professional Teaching Standards [National Board for Professional Teaching Standards](#)
- NBPTS English Language Arts Standards for Teachers of Students Ages 11-18+ [NBPTS English Language Arts Standards](#)
- NCTE/IRA Standards for English Language Arts [NCTE/IRA Standards](#)
- Writing Framework for the 2011 National Assessment of Educational Progress [2011 NAEP Writing Framework](#)
- Montana Indian Education for All (IEFA) [OPI Indian Education For All](#)