



UNIVERSITY OF  
OREGON

College of Education

**EDST 632      Methods: Engaging Students in Writing**  
**4 Credits, CRN: 22754**

**Winter 2019**

### INSTRUCTOR INFORMATION

Kristidel McGregor  
kristide@uoregon.edu  
Office hours: By appointment

### COURSE INFORMATION

Meeting Time: Fridays, 4:00-7:50  
Location: 142 HEDCO

### ABOUT YOUR INSTRUCTOR

I began teaching 9<sup>th</sup> grade English Language Arts at West High School in Anchorage, Alaska in 2002. Over the next 13 years I taught a variety of classes, ranging from Individualized Writing for 12<sup>th</sup> graders to Research and Critical Thinking for 7<sup>th</sup> graders. Along the way I also managed a grant supporting under-served populations in Advanced Placement classes, and served as a Literacy Coach helping content area teachers infuse and support literacy in their classes. I taught and worked in school districts in Alaska and Florida, and I still hold my teaching certificate.

My academic background began here in Oregon. I earned a BA in English from Southern Oregon University in 2001, and then a Masters of Arts in Teaching in July of 2002. In 2015, I decided to return to school full-time to pursue my PhD in Critical and Sociocultural Studies in Education. I am currently a doctoral candidate, and expect to earn my PhD in early spring of 2020.

My current research focuses on how the material things of the classroom influence teaching and learning. I'm also interested in how teachers' relationships with texts influence how they teach writing. I've written about how lack of access to bathrooms effects teachers, and about how to conduct research on student and teachers' lived experiences of their material environments. My dissertation project involves exploring how students' experiences of school bathrooms effect their learning.

If you have concerns or wish for additional information regarding my dual role as an instructor and a doctoral student in the Department of Education Studies you are invited to discuss those concerns with Graduate Director Julie Heffernan, or Department Head Edward Olivos, or Associate Dean Lillian Durán.

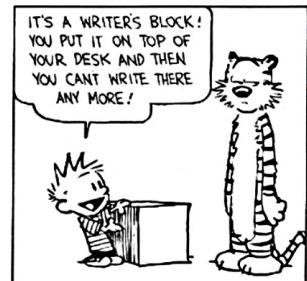
If you wish to have a faculty member evaluate your work, the fall ELA methods instructor J. Heffernan will be consulted to do the grading.

### RESEARCH

During the course of our term, I will be conducting a small-scale research study exploring the effects of sustained engagement with mentor texts on pre-service teachers' self-identity as writers. This project will not change the learning activies, assignments, or assessments for the class, and participation is completely voluntary. Grading for the course will in no way be effected by participation in the study. Any publications that come from this project will keep participants identities anonymous.

### CLASS DESCRIPTION

This course is required for the licensure program and is designed to provide preparation in methods that are specific to the teaching of writing to students in grades 6-12. The focus of this course is to discover ways to foster **engagement** and energy to replace any prior negative attitudes about writing in school. It is the companion course to EDST 631, Representing Literature to Young People.



## LEARNING GOALS

In this course, students will:

1-- Develop a range of **teaching strategies** that will motivate and inspire a range of secondary students – advanced, struggling, and grade level -- to write, **including**: differentiated instruction and assessment; cooperative learning groups; inquiry-based instruction w/ questioning strategies

2-- Analyze and critique **various writing process approaches** with their attendant writing strategies; determine whether teaching a generic process is useful for developing writers

3-- Articulate the importance of an **authentic audience and purpose** in quality writing and demonstrate how to use audience and purpose to motivate secondary students to write and revise

4-- Identify, develop, and/or modify useful **scoring guides** based on clear evaluation criteria to assess student progress in writing and to recognize when to formally score papers as performance tasks, and when to informally assess writing as an activity

5-- Develop the ability to write workable, realistic, authentic, and interesting **lesson plans** following the UOTeach template and to demonstrate how to revise plans as needed

6-- Connect writing activities to **social justice themes** to help raise students' critical awareness of social factors that influence their education and their lives inside and outside of school

7-- Develop ways to incorporate the four key principles of **differentiated instruction** to reach a variety of student learners with a range of abilities and interests in writing

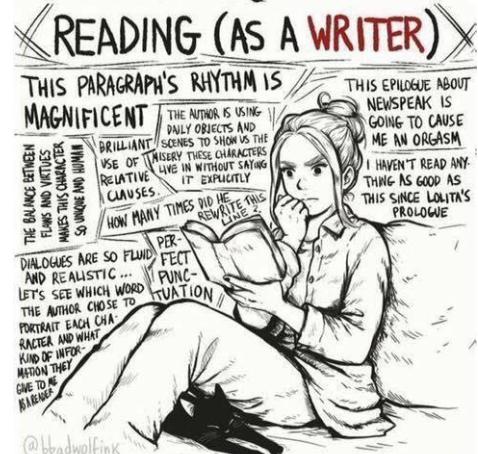
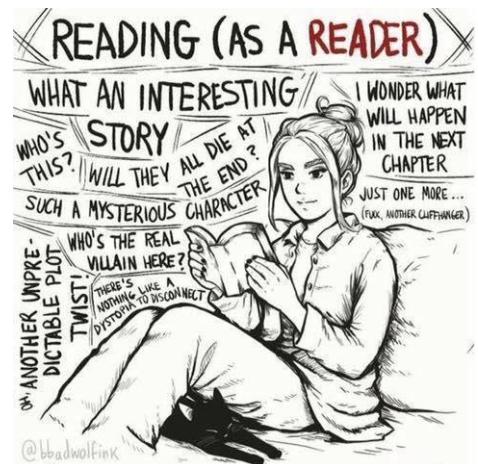
8-- Use student-centered **inquiry-based** instructional strategies that motivate learners to write through active, constructive learning vs. passive, receptive/regurgitative approaches

## REQUIRED TEXTS

Christensen, L. (2017) *Reading, Writing, and Rising Up*, (2<sup>nd</sup> edition). Seattle, WA: Rethinking Schools

edPTA English Language Arts Assessment Handbook, Sept., 2017. Provided by EDST Dept

Anderson, J., Spandel, V. (2005) *Mechanically inclined: building grammar, usage, and style into writer's workshop* Portland, Me.: Stenhouse Publishers



## **Additional readings (will be posted on Canvas, and provided when read as a part of class)**

Au, W., & Gourd, K. (2013). Asinine assessment: Why high-stakes testing is bad for everyone, including English teachers. *English Journal*, 103(1), 14–19. <https://doi.org/10.2307/24484054>

Brannon, L., Courtney, J. P., Urbanski, C. P., Shana, V., Reynolds, J. M., Iannone, A. E., ... Reynolds, J. M. (2018). The Five-Paragraph Essay and the Deficit Model of Education. *The English Journal*, 98(2), 16–21.

Lindstrom, P. N., & Journal, A. E. (2018). The Pendulum of Standardization. *English Journal*, 5(107), 44–50.

Lynch, T. L. (2015). Soft(a)ware in the English Classroom: Reassessing How We “See” Students: The Blessing and Blight of Rubrics (and Software) in Education. *The English Journal*, 104(3), 88–90.

Miller, J. (2010). Persistence of the five-paragraph essay. *English Journal*, 99(3), 99–100.

Newman, B. M. (2012). Mentor Texts and Funds of Knowledge: Situating Writing within Our Students’ Worlds. *Voices from the Middle*, 20(1), 25–30.

Scarborough, B., & Allen, A. R. (2015). Writing workshop revisited: Confronting communicative dilemmas through spoken word poetry in a high school English classroom. *Journal of Literacy Research*, 46(4), 475–505. <https://doi.org/10.1177/1086296X15568929>

Science, S., & Collection, P. (2006). In Defense of the Five-Paragraph Essay. *The English Journal*, 95(4), 16–17.

Sieben, N. (2017). Building Hopeful Secondary School Writers through Effective Feedback Strategies. *English Journal*, 106(6), 48–53. Retrieved from <http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=124343516&site=ehost-live>

Kiber, P. W. (2017). Speaking Truth to Power Poem Writes Teacher. *The English Journal*, 1(1), 89–91.

Vogel, M., & Seitz, J. (2016). A Thousand Writers : Voices of the NWP. *English Journal*, 105(4), 108–110.

## **ASSIGNMENTS**

### **Attendance and Participation, 20 points**

You are expected to be present in class and to participate in class activities. Two points per week will be given for class attendance and participation. We only meet 10 times, so class time is precious. If you must miss a class, please let me know in advance if at all possible.

### **Student Learning Gains (Primary Endorsement) OR Universal Design for Learning (Elective), 20 pts**

Those taking the class for their Primary Endorsement will complete the Student Learning Gains assignment, while those who are taking the class as an elective will complete the Universal Design for Learning assignment. Details, including templates and rubrics, are on canvas. These are due before class on week 3.

### **Lesson Plan: Engaging students in writing, 10 points**

This lesson plan should be based in your field placement. Create a differentiated writing lesson with a focus on engaging all students in your classroom in writing. Lesson plans are expected to follow the UOTeach Learning Segment / Lesson Plan guidelines (following edTPA requirements).

### **Lesson Plan: Teaching with mentor texts, 10 points**

This lesson plan should be based in your field placement. Identity a need in your students’ writing, and create a lesson plan that includes using mentor texts to help teach the grammatical/mechanical concept that the students need to learn. Lesson plans are expected to follow the UOTeach Learning Segment / Lesson Plan guidelines (following edTPA requirements).

### **Mentor Text presentation, week 7 (group A) or week 8 (group B) , 10 points**

You will choose a mentor text (as discussed in class) to guide your revision paper. This mentor text can be focused on a particular mechanical/grammatical challenge you wish to correct in your revision paper, or a stylistic choice you wish to imitate in your revision paper. You will present the text you chose to the class and discuss your revision choices.

## Revision Paper, weeks 8 (group A) or week 9 (group B) 10 points

For this assignment, you will chose a piece of writing you have done for the class and revise it. This revision needs to show significant growth from the previous version, although that growth will look different depending on what piece you have chosen to revise.

## Writing Portfolio – presentations of showcase piece 5 points, portfolio with reflections 15 points

For this assignment, you will use the writing you have done this term to create a writing portfolio showcasing and reflecting on your work. For exact requirements, see assignment on Canvas.

Grade: C-  
Timmy, your thesis was good, but you did not back it up with evidence from the text. Let's meet to talk about ways of improving this paper.



WHAT TEACHERS WRITE

Grade: C-  
Timmy, your thesis was good, but I don't like you. No matter how hard you work in this class, you'll never do well... because I don't like you.



WHAT STUDENTS READ

## CALENDAR

Date	To do BEFORE class	Questions of the day, Activities
Week 1 January 11 <sup>th</sup>	<u>Read:</u> Reading, Writing, and Rising Up (RWRU) Intro & Chpt. 1, pg. ix – 46  <u>Due:</u> Get ready for a great term!	<b>QOTD:</b> How can communities help students learn to be better writers? What are some effective ways to build those communities?  <u>Activities:</u> <ul style="list-style-type: none"> <li>➤ Introduction to Writers' Workshops – establishing protocols and routines</li> <li>➤ Personal Writing Inventory</li> <li>➤ Reading: <i>Writing workshop revisited: Confronting communicative dilemmas through spoken word poetry in a high school English classroom</i> (hard copy provided)</li> <li>➤ Writing: Name Poems/ practicing the read-around</li> </ul> <u>Important Assessment Milestones</u> Assign, examine rubric: Student Learning Gains SLG (Primary Endorsement) Universal Design for Learning UDL (Elective)
Week 2 January 18 <sup>th</sup>	<u>Read:</u> Mechanically Inclined, Chpts 1 & 2, pg. 1-26  RWRU, Chpt 2, pg. 47 - 105  <u>Due:</u> Be working on SLG/UDL	<b>QOTD:</b> How can teachers effectively teach grammar and mechanics in the context of authentic reading and writing? How does grammar/mechanics instruction relate to social justice issues in classrooms?  <u>Activities:</u> <ul style="list-style-type: none"> <li>➤ Mentor Texts: an Introduction</li> <li>➤ Read: <i>The serious work of writing</i> (hardcopy provided)</li> <li>➤ Writing: What the mirror said</li> <li>➤ Connecting to placements: “proper” writing in the field</li> </ul> <u>Important Assessment Milestones</u> Formative Assessment Check-In: SLG, UDL assignment

<b>Week 3</b> January 25 <sup>th</sup>	<u>Read:</u> RWRU Chpt 3, pg. 109 – 178  MI Chpt 3, 27 - 50  <u>Due:</u> SLG/UDL assignment	<p><b>QOTD:</b> What is authentic writing? How do audience and purpose influence how we write? Can inquiry-based, culturally sustaining approaches encourage authentic writing?</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>➤ The word and the world: why we write</li> <li>➤ Read: <i>Mentor Texts and Funds of Knowledge: Situating Writing within Our Students' Worlds</i> (hardcopy provided)</li> <li>➤ Exploring mentor texts through writing territories, funds of knowledge, and writing spaces</li> </ul> <p><u>Important Assessment Milestones</u></p> <p>Turn in all components of SLG/UDL – see canvas for templates  Examine rubric for Lesson Plan: teaching with mentor texts</p>
<b>Week 4</b> February 1 <sup>st</sup>	<u>Read:</u> MI: Chpt 4, pg. 51-59  RWRU: Chapt 5  <u>Due:</u> Lesson Plan – engaging students in writing	<p><b>QOTD:</b> What does it mean to speak and write “standard” English?</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>➤ The Dynamic English Language</li> <li>➤ Read: <i>The Pendulum of Standardization</i> (hardcopy provided)</li> <li>➤ Standard English Timeline</li> </ul> <p><u>Important Assessment Milestones</u></p> <p>Lesson Plan: engaging students in writing DUE</p>
<b>Week 5</b> February 8 <sup>th</sup>	<u>Read:</u> RWRU: Chapt. 4, pg. 181 – 206  <u>Due:</u> It's week 5 – take a breath!	<p><b>QOTD:</b> What is the writing process?</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>➤ Origins of the idea: writing process</li> <li>➤ Reading/Debate: Three encounters with the five paragraph essay (hardcopies provided)</li> </ul> <p><u>Important Assessment Milestones</u></p> <p>Midterm portfolio reflections (formative)</p>
<b>Week 6</b> February 15 <sup>th</sup>	<u>Read:</u>  WI: pg. 61-63, plus sentence lesson of your choice and comma lesson of your choice  RWRU: pg. 207 - 219  <u>Due:</u> Lesson Plan: teaching with mentor texts	<p><b>QOTD:</b> What are some effective ways to differentiate for all levels of writers in your classes?</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>➤ Differentiation: ways, hows, and whys</li> <li>➤ Resources: National Writing Project</li> <li>➤ Teach-around: Mechanics Jigsaw</li> </ul> <p><u>Important Assessment Milestones</u></p> <p>Lesson Plan: mentor texts DUE</p>

<b>Week 7</b> February 22 <sup>nd</sup>	<u>Read:</u> WI: Pronoun lesson of your choice, verb lesson of your choice, adverb lesson of your choice  <u>Due:</u> Mentor Text – Group A	<b>QOTD:</b> How can scoring guides help or hurt writing assessment? What are some ways to give good feedback to student writers?  <u>Activities:</u> ➤ Teach-around: Mechanics Jigsaw ➤ Scoring with a rubric – norming activity ➤ Readings: Assinine Assessment, Rubrics soft(ware) (hardcopies provided)  <u>Important Assessment Milestones</u> Formative Assessment: Mentor text presentations and revision plans – Group A
<b>Week 8</b> March 1 <sup>st</sup>	<u>Read:</u> WI: Punctuation lesson of your choice  RWRU: Chapt. 7  <u>Due:</u> Revision Paper- Group A Mentor Text – Group B	<b>QOTD:</b> How does anyone ever get all this grading done? <b>What's the best way to give feedback to students?</b>  <u>Activities:</u> ➤ Teach-around: Mechanics Jigsaw ➤ Delicate dance: providing good feedback, reclaiming your time ➤ Reading: Building hopeful secondary school writers through effective feedback (harcopy provided)  <u>Important Assessment Milestones</u> Formative Assessment: Mentor text presentations and revision plans – group B Summative Assessment: Revision Paper – Group A
<b>Week 9</b> March 8 <sup>th</sup>	<u>Read:</u> RWRU: Chapt. 6  <u>Due:</u> Revision Paper- Group B	<b>QOTD:</b> When and why should you write with your students? How does your own identity as a writer influence how you teach writing?  <u>Activities:</u> ➤ Reading: Teacher-Writers: Then, Now, and Next; Speaking Truth to Power (hardcopy provided) ➤ Catching passions on the page  <u>Important Assessment Milestones</u> Summative Assessment: Revision Paper – Group B
<b>Week 10</b> March 15 <sup>th</sup>	<u>Read:</u> None – work on your portfolio!  <u>Due:</u> Portfolios and showcase	<b>QOTD:</b> <b>Why should we celebrate students writing, and our own?</b>  <u>Activities:</u> ➤ Closing thoughts ➤ Reading of the showcases  <u>Important Assessment Milestones</u> Showcase: readings of your best work, presentations of portfolios Portfolio DUE!

## **GRADING POLICY**

All assignments are due at the beginning of class. If you get behind, I encourage you to plan ahead and negotiate an extension in advance of the due date whenever possible.

Your final grade for this course will be determined based on the sum of points from the list of components below.

<b>Attendance + Participation*</b>	<b>20 Points</b>
<b>Student Learning Gains/ Universal Design for Learning</b>	<b>20 Points</b>
<b>Lesson Plan: teaching with mentor texts</b>	<b>10 points</b>
<b>Lesson Plan: engaging students in writing</b>	<b>10 points</b>
<b>Mentor Text Presentation/revision plan</b>	<b>10 Points</b>
<b>Revision Paper</b>	<b>10 Points</b>
<b>My Writing Portfolio: FINAL PRODUCT</b>	<b>15 Points</b>
- Presenting portfolio, reading of Showcase	<b>5 Points</b>
<b>TOTAL</b>	<b>100 Points</b>

\* It is not possible to make up points for missing class.

Final letter grades for the course will be based on the term's accumulated points as follows:

	A 93-100%	A- 90-92.9%
B+	87-89.9%	B 83-86.9%
C+	77-79.9%	C 73-76.9%
D+	67-69.9%	D 63-66.9%
	F < 59.9%	D- 60-62.9%

**Academic Dishonesty:** Please take a moment to read through the University's policy regarding academic misconduct, especially the very detailed explanations of cheating and plagiarism:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

## **Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see:  
<https://education.uoregon.edu/academics/incompletes>

## **STUDENT ENGAGEMENT HOURS**

Educational activity	Approximate hours student engaged	Explanatory comments (if any):
Course Attendance/Participation	40 hours	Attend all sessions, bring required materials, and participate in all in-class activities.
Assigned Readings	80 hours	All readings to be completed before class and read carefully to facilitate discussion.
Writing Assignments	30 hours	
Final Portfolio	10 hours	
4 credits X 4 hours engagement per graduate	160 total hours	

Educational activity	Approximate hours student engaged	Explanatory comments (if any):
credit X 10 weeks =		

## **GENERAL EXPECTATIONS**

### **Diversity, Equity and Inclusion**

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

### **Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

### **Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party

reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>. Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

I am a designated reporter. For information about my reporting obligations as an employee, please see <http://titleix-stage.uoregon.edu/employee-reporting-obligations>. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu> or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123) or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

### **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code <http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, [kmg@uoregon.edu](mailto:kmg@uoregon.edu)). For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs (Lillian Duran, 346-2502, [lduran@uoregon.edu](mailto:lduran@uoregon.edu)). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

### **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Lillian Duran, 346-2502, lduran@uoregon.edu](mailto:Lillian.Duran@uoregon.edu)).

### **In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.