

February, 2020

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Fall, 2022

**Undergraduate:**  
**Graduate: X**  
**Credit Hours: 3**  
**Field/Clinical Hours: 0**

**Course number:** EDCI 580

**Course Title:** Writing Instruction and Intervention across the Curriculum

**Department:** Curriculum and Instruction

**Catalog description:** This course focuses on the writing process and its role in literacy development. Participants examine the connections between reading and writing, consider those relationships across multiple genres of text, and apply research-based instructional strategies to integrate writing across the curriculum. Particular attention will be paid to informational writing strategies. Each step of the writing process is examined in relation to a multi-tiered system of support and special emphasis is given to assessment and instruction for struggling writers.

**Required Texts:**

Cruz, C. M. (2008). *A quick guide to reaching struggling writers*. Portsmouth, NH: Heinemann



Culham, R. (2018). *Teach writing well*. Portland, Maine: Stenhouse Publishers



Troia, G.A. (Ed.) (2009). *Instruction and assessment for struggling writers: Evidence-based practices*. New York: Guilford.



**Course content:**

Participants will examine the reciprocal relationships between reading and writing as they relate to the overall development of literacy proficiency. As students become fluent readers, they also need to develop proficient writing skills. The course addresses advanced pedagogy of writing instruction and the development of an effective writing curriculum K-12, specifically as it relates to the use of multiple genres of text to bridge reading and writing. Particular attention will be given to assisting students with the development of informational writing techniques. The course will address specific techniques such as writing assessments and the creation of assessment rubrics, mini-lessons, error analysis, conferencing, the use of mentor texts for writing, and portfolios. Students will learn to identify and provide needs-based instructional support to struggling writers.

**Student learning outcomes:**

<b>International Literacy Association Standards (as they apply to writing pedagogy)</b>	<b><u>CAEP/InTASC Standard</u></b>	
<b>2.1</b> Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.		
<b>2.2</b> Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.		
<b>2.3</b> Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.		
<b>3.1</b> Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.		
<b>5.1</b> Candidates, in consultation with families and colleagues, meet the developmental needs of		

all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.		
<b>5.3</b> Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.		
5.5Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.		

**KNOWLEDGE:**

1. Assessment and intervention processes in literacy, including formal and informal assessment and intervention processes appropriate for the age and ability of the student
2. Assessment and the use of data in planning and implementing intervention programs
3. Technology and its impact on teaching
4. Impact of cultural diversity in educational settings
5. Family structures in a dynamic changing society
6. School and community resources available for struggling readers and writers
7. Impact of teacher expectations on students
8. Self-assessment and reflection as a step in professional growth

**SKILLS:**

The graduate education student will:

1. Use a variety of assessment strategies and use data effectively for planning and implementing instruction/intervention.
2. Recognize and accommodate instruction for cultural, ethnic, gender, exceptionalities, and socioeconomic diversity.
3. Set positive expectations for student achievement.
4. Plan, teach, and evaluate a variety of literacy lessons in the classroom setting using assessment data and researched based literacy strategies.
5. Use technology in the classroom.
6. Use self-assessment techniques.

**DISPOSITIONS:**

The candidate will:

1. Appreciate and respect cultural, racial, ethnic, gender and socioeconomic diversity.
2. Demonstrate that they believe all children can learn and that each individual is important and can be a contributing member of society.
3. Value the impact that teacher expectations have on student achievement.

**580 Modules**

**Course Progression:**

**WRITING DEVELOPMENT & PROCESSES – WEEK 1**

**INSTRUCTIONAL and TIERED LEADERSHIP TOPICS WEEKS 2-6**

**INTERVENTION TOPICS WEEKS 7-12**

**ASSESSMENT INFORMED REVISIONS AND CONFERENCES – WEEKS 11 & 12**

**Due Dates**

- All assignments are due **Midnight Sunday night at the end of the Module/Week**
- **Initial Discussion Board posts are due Midnight Wednesday of the current Module/Week. Three response posts due by Midnight Sunday.**

<b>Module/ Week beginning date</b>	<b>Topic</b>	<b>Course Text <i>*All other readings are assigned on Blackboard</i></b>	<b>Assignments/Discussions Due/ Point Values <i>*All discussions 30 pts. *All descriptions on Blackboard</i></b>
<b>Module 1 8/29</b>	The Writing Basics – writing development, writing processes	Troia Chapters 1	Assignment – Model of Proficient Writing (40)  Discussion 1
<b>Module 2 9/5</b>	Instructional Basics	Troia Chapter 3	Assignment- Your writing program (40)  Discussion 2
<b>Module 3 9/12</b>	Writing Traits and	Culham Intro and Chapter 1	Assignment- Opinion Mini-Lesson (50)  Discussion 3
<b>Module 4 9/19</b>	Modes of Writing and Mentor Texts	Culham Chapter 3 Troia Chapter 4	Assignment: Modes/Traits/Mentor Texts (50)  Discussion 4
<b>Module 5 9/26</b>	Organizing for Informational Writing	Culham Chapters 6 & 7	Discussion 5
<b>Module 6 10/3</b>	Text Structures in Writing	Troia Chapter 5	Assignment- Text Structure bridge to writing mini lesson (50)  Discussion 6

<b>Module 7</b> <b>10/10</b>	Who are your Struggling Writers?	Troia Chapter 6	Discussion 7
<b>Module 8</b> <b>10/17</b>	Students with Learning and Language Processing challenges	Troia Chapter 7 Troia Chapter 10	Assignment- Struggling Writer Analysis (40)
<b>Module 9</b> <b>10/24</b>	Second Language Learners	Troia Chapter 8 (Troia Ch. 11- Optional)	Assignment – ELL Writer Analysis (40)
<b>Module 10</b> <b>10/31</b>	At-Risk/Marginalized Students: Cultural and Socioeconomic Issues		Discussion 10
<b>Module 11</b> <b>11/7</b>	Motivation and Efficacy	Troia Chapter 2	Assignment – Writing and Motivation Analysis (40)
<b>Module 12</b> <b>11/14</b>	Differentiation and Appropriate Interventions	Troia Chapter 9	
<b>Module 13</b> <b>11/21</b>	Assessment Issues	Culham Chapter 2 Troia Chapters 12 & 13 (Troia Ch. 14 – Optional)	Assignment – Designing instruction and intervention (100)  Discussion 13
<b>Module 14</b> <b>11/28</b>	Writing Conferences and Revisions	Culham Chapters 4 & 5	Assignment – Writing Conference (40)
<b>Module 15</b> <b>12/6</b>	No new course material	NA	Assignment – Staff Development Presentation

### Grade Distribution:

A 93-100%	A- 90-92%
B 82-89%	B- 80-81%
C 72-79%	C- 70-71%
D 62-69%	D- 60-61%
F Below 60%	

### Ashland University Quality Statement

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this

course.

### **Academic Integrity Policy**

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

### **Academic Support Services**

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more information, visit their website at <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: [goa-advising@ashland.edu](mailto:goa-advising@ashland.edu), Office Phone: [419-289-5081](tel:419-289-5081)

### **Tutoring Services**

At this time, the AU Tutoring Programs Office only provides academic assistance for **Grad ACCT 500 & 511**. For the tutoring request form or drop-in schedule: [www.ashland.edu/tutor](http://www.ashland.edu/tutor). Questions: Denisia Stoops, Coordinator, [dstoops@ashland.edu](mailto:dstoops@ashland.edu).

### **The Writing and Communication Center (WCC)**

The Writing and Communication Center (WCC) is a free service available to all Ashland University students in any major. The WCC can help you brainstorm, develop, and revise any type of assignment.

- Receive one-on-one feedback from a WCC Communication Coach on any project that involves communication— essays, speeches, group presentations, lab reports, poster presentations, video productions, and much more!
- Location: Bixler 104
- Appointments available: M-TH 9 am-9 pm and F 9 am-5 pm (same-day appts now available)
- To schedule an appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to create an account the first time you use the scheduler).
- For more information, visit our website ([www.ashland.edu/wcc](http://www.ashland.edu/wcc)).
- Email: [wcc@ashland.edu](mailto:wcc@ashland.edu) – Phone: 419-289-5145.

### **Library Assistance**

Archer Librarians are available to help with student research projects or assignments in-person and online. How? [Schedule an appointment](#), email us at [library@ashland.edu](mailto:library@ashland.edu), or [chat with a librarian](#).

### **Student Accessibility Services Statement**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center and the course instructor will work together in order to establish accommodations and meet your learning needs.

### **The AU Healthy Minds App**

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, and anxiety reduction, and highlights the Ashland University and Community mental health-related services.

### **Attendance Reporting**

Students are required to participate in a course-related activity within the first three days of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

**Suggested instructional strategies:**

Experiential and expeditionary learning, lecture, small group, written preparation, demonstration, simulation, lecture, discussion, field trips, and children's literature.

**Faculty who frequently teach the course:** Sharon Russell

**Licensure programs in which course is required:**

M.Ed. Curriculum & Instruction: Reading & Literacy

**If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:** NA

**Bibliography:**

- Chambliss, M. J., & Calfee, R.C. (1998). *Textbooks for learning: Nurturing children's minds*. Malden, MA: Blackwell Publishers, Inc.
- Chambliss, M. J., & Murphy K., (2002). Fourth and fifth graders representing the argument structure in written text. *Discourse Processes*, 34, 91-115.
- Chapman, M. (1999). Situated, social, active: Rewriting genre in the elementary classroom. *Written Communication*, 16, 469-490.
- Culham, R. (2005) *6 + 1 Traits of writing: The complete guide for the primary grades*. Scholastic: New York.
- Duke, N.K, Caughlan, S., Juzwik, M.M, & Martin, N.M. (2012). *Reading and Writing Genre with Purpose in K-8 Classrooms*. Portsmouth, NH: Heinemann
- Lent, R.C., & Voigt, M.C. (2019) *Disciplinary Literacy in Action: How to Create and Sustain a School-Wide Culture of Deep Reading, Writing, and Thinking* (Corwin Literacy). Corwin: Thousand Oaks, CA
- Meyer, B. J. F., & Poon, L. W. (2001) Effects of structure strategy training and signaling on recall of text. *Journal of Educational Psychology*, 93, 141-159.
- Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. *Journal of Educational Research* 93(3), 165-180.
- Moses, L., Serafini, F, & Loyd, S. (2016). Looking closely at informational texts: Considering the role(s) of mentor texts for kindergarten children. *Journal of Research in Childhood Education*, 30 (4), 529-539.

**Internet Sites:**

International Literacy Association: <https://www.literacyworldwide.org/>

National Writing Project: <https://www.nwp.org/>

Oakland Schools MAISA: Common Core Aligned Reading and Writing Units of Study  
<https://www.oaklandschoolsliteracy.org/resources/common-core-resources/ccss-curriculum/>