

## **ERL 583: Writing Instructions and Integration**

### **School of Education and Leadership**

3 Credits

Effective Date 7/1/2023

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for professors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Course Description**

In this course, candidates research the four domains of language (reading, writing, speaking, and listening), both receptive vs. expressive, and how they may be applied to the integration of reading and writing in the classroom in order to improve comprehension of grade-level content. Candidates also examine the four key language uses (narrative, inform, argue, explain) in the use of expressive writing, as well as writing in the content areas as a response to reading. Finally, candidates investigate systematic, explicit instruction on the process of writing; sentence and paragraph construction skills, spelling skills, grammar within the context of writing, and text structures for writing. This course includes components of state requirements for certification.

## **Course Outcomes**

As a result of this course students will acquire course outcomes and demonstrate them through their assignments:

- Understand the major skill domains that contribute to written expression (KPS 4G.1)
- Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive. (KPS 4G.2)
- Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation. (KPS 4G.3)
- Know/apply in practice considerations for the developmental phases of the writing process. (KPS 4G.4)
- Know/apply in practice considerations for the appropriate uses of assistive technology in written expression. (KPS 4G.5)
- Identify and explain aspects of cognition and behavior that affect reading and writing development (KPS 1.4)
- Demonstrate understanding of the Language Comprehension portion of Scarborough's Reading Rope (2001) and the many complex and interrelated factors that contribute to skilled reading
- Analyze the reciprocal nature of background knowledge, vocabulary, and the visual/cognitive process of inference

- Design a literacy unit plan with a focus on a specific content area (science, social justice, or social studies) topic or theme
- Design instruction that builds background knowledge for students at varying levels of understanding on a topic or theme
- Design instruction focused on the acquisition of tier 2 and tier 3 academic vocabulary
- Acquire print or digital text resources focused on a specific topic or theme at varying degrees of text complexity

## **Additional Information**

KPS Statement for International Dyslexia Association Accreditation

*The International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA’s Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yti1wk>*

## **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

# Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

### Three Sequenced Writing Lessons (40% of Final Grade)

Candidates develop three sequenced instructional plans on the writing traits or writing process using the TCP Lesson Plan template. Candidates choose a children's literature book to model to demonstrate the integration of the reading and writing process.

Include:

- TCP Lesson Plan Template for all three lessons
- Title of the literature selection(s) and rationale for the selection(s)
- The writing lessons identify one or more writing traits (ideas, organization, sentence fluency, word choice, voice, and conventions) and/or writing process
- Alignment between the central focus (big idea/essential question), state standards, learning targets, learning tasks, resources and assessments
- Student voice evidence in which the students express their progression of learning.
- A rubric to support students in evaluating their own progress in at least one of the lessons.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Alignment of Writing Lessons	20	Alignment is not evident with state standards, learning targets, learning tasks, and assessments for the learning segment; progression of learning disjointed and not easily understood.	State standards, learning targets, learning tasks, and assessments loosely align to a central focus, big idea, and/or essential question for the learning segment; progression of learning is evident, but many assumptions occur because of missing details.	State standards, learning targets, learning tasks, and assessments are clearly aligned to a central focus, big idea, and/or essential question of the learning segment; progression of learning apparent in the sequence of lessons.	At standard, plus the candidate explains how the alignment within and among the lessons supports the needs of students at differing depths and levels of understanding.
Learning Tasks	40	Learning tasks indicate significant content inaccuracies that will lead to student misunderstandings.	The learning tasks for each lesson relate to the learning target, but do not build on each other to promote students' understanding of how they can proceed toward the lesson's learning target.	The learning tasks for each sequenced lesson build on each other to promote students' understanding of how they can proceed toward the Central focus and lesson's learning target.	At Standard, plus Rationale justifies appropriateness for diverse student learners and references relevant research and/or theory.

Assessment	30	A rationale for using formative and/or summative assessments is not evident.	A rationale for using formative and/or summative assessments provides little evidence that either the candidate or the students could monitor student learning relative to the lesson's learning target.	A rationale for using formative and/or summative assessments focuses on what students do and do not understand relative to the lesson's learning target.	At Standard, plus a plan that indicates how students will determine what they need to learn, as individuals, to move closer to reaching the target.
Research, Organization, and Conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; Three to four resources used and cited.	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited.	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited.

### Content Area Unit Plan (40% of Final Grade)

In this assignment, candidates develop a literacy Unit Plan that supports the complex *process* of reading comprehension and allows students to present *products* of reading comprehension. The Unit Plan will also develop the Language Comprehension portion of Scarborough's Reading Rope (2001), which encompasses background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

Required elements: Specific content area-based (science, social justice, or social studies) theme or topic with the intention of systematically building background knowledge over the course of the unit and moving students from novice to expert on the chosen topic. Common Core State Standards (CCSS), and academic vocabulary acquisition. Unit plan also includes a minimum of five teacher text resources (narrative or expository) used for "explicit, cumulative, and systematic teacher-directed instruction", including modeling and read aloud, as well as a minimum of ten student text resources (two different texts per day in the unit plan) that become

increasingly complex as the unit progresses, with consideration of differing reading comprehension levels.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Unit Plan Content	20	Two or more components of “at-standard” performance are either missing or in need of revision	One component of “at-standard” performance is either missing or in need of revision	TCP Unit Plan Template used, all required elements included.	At Standard, plus detailed rationale for instructional decisions.
Learning Tasks	30	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Learning tasks include a minimum of five days, learning targets aligned to the CCSS, activity, and overall progression of the unit, activity includes a brief description of explicit teacher-directed instruction (I Do, We Do, You Do). Formative assessment(s) clearly measure the learning target(s).	At Standard, plus tasks clearly anticipate and address common student misconceptions.

Background Knowledge and Vocabulary Acquisition	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Clear plan to systematically build background knowledge on the chosen topic. Instruction in a wide range of vocabulary acquisition strategies (morphology, context clues, etc.)	At Standard, plus family, cultural, and community assets are leveraged and actively incorporated into the plan(s) in consideration of a variety of factors that contribute to differences in preexisting student background knowledge and student vocabulary
Resources (texts, etc.)	20	Three or more components of “at-standard” performance are either missing or in need of revision	1-2 components of “at-standard” performance is either missing or in need of revision	Set of teacher (5) and student (10) resources, digital and/or print. Resources focused on the same theme or topic, which become increasingly complex as the unit progresses.	At Standard, plus includes additional enrichment resources and/or sources in languages other than English.
Research, organization, and conventions	10	Many writing errors interfere with meaning, clarity, and/or professionalism and/or represent inappropriate modeling for students; two or less resources used and cited.	Some writing errors interfere with clarity and/or professionalism and/or represent inappropriate modeling for students; three to four resources used and cited.	Writing exemplifies error-free correctness, clarity, conciseness, and accuracy and is appropriate modeling for students; five evidence-based resources used and cited	At standard, plus serves as an outstanding model for students; six or more evidence-based resources used and cited



## Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, accountable reading, discussion board modules, activities, quizzes, checks for understanding, and any other instructor-determined assignment. Candidates should work to meet City University Essential Dispositions and [KPS Standard 5: Professional Dispositions and Practices](#) criteria not only in the field, but also in their coursework, whether online or in person.

	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Participation and Engagement	50	Does not adequately engage in assignments, accountable readings, and discussion board modules. Frequently chooses not to collaborate with others.	Engages in assignments, accountable readings, and discussion board modules with superficial thought or preparation. Collaborates with others in a way that advances understanding for just the candidate.	Engages in assignments, accountable readings, and discussion board modules with substantive thought or preparation. Collaborates with others in a way that advances understanding for both the candidate and others.	Engages assignments, accountable readings, and discussion board modules with substantive thought or preparation and expands on the topic. Collaborates with a variety of others in a way that contributes effectively.
Essential Dispositions	50	Occasionally or consistently struggles to meet criteria for several essential dispositions.	Occasionally struggles to meet criteria for two essential dispositions, or consistently struggles to meet criteria in one essential disposition.	Meets criteria for essential dispositions (equity literacy, build relationships and collaborative practice, engage in self-reflection for personal and professional growth, uphold professional and ethical standards) and KPS Standard 5: Professional Dispositions and Practices (5.1-5.10)	At Standard, plus, exhibits especially strong skills in at least one essential disposition.

## **Course Policies**

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

## **University Policies**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or

complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at

any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.

