UVU UTAH VALLEY UNIVERSITY™

ENGL 4230 – Teaching Writing

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: ENGL
Course Title: Teaching Writing

Year: 2025
Course and Section #: 4230 001
Credits: 3.0

Course Description
Emphasizes developing a writing program in the secondary English classroom, including assigning and assessing student writing. Presents strategies for teaching writing to secondary students. Includes designing assessments (including rubrics and scoring guides) and lessons to teach skills in each of the major writing modes: informative, argumentative, and narrative. Entails class discussion, scholarly reading, and creation of teaching materials.

Course Attributes
This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Dr. Elizabeth Nelson, Ph.D

Student Learning Outcomes

1	Create pedagogically sound lesson plans individually and in small sequences.
2	Create unique teaching materials to aid in teaching writing to secondary students.
3	Evaluate existing teaching materials for appropriateness and effectiveness.
4	Design appropriate assessments, including rubrics for student work.
5	Apply current pedagogical theories and models of learning to lesson ideas involving diverse students.
6	Use research on adolescent literacy and learning in their educational planning practices.

Course Materials and Texts

Dean, Deborah. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom, second edition.* NCTE, 2017.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Attendance and Participation (120 pts)

Reading Response Papers: short responses to the readings in a specific genre accompanied with a reflection on the writing process, product, and how this assignment could be adapted in a future classroom (75 pts)

Collaborative Annotations/Nearpod Modules: Reading and collaboratively annotating documents with classmates to engage in discussion or going through a digital interface with specific activities to interact with readings (50 pts)

Practicum Assignments: Working with a mentor secondary ELA teacher to conduct interviews, observations, and teach writing through conferences and minilessons (120 pts)

Writing Unit Plan: Designing a writing unit that includes a description of a writing task, assessment plan, strategy plan, mentor text set, unit timeline, and minilesson plans (175 pts)

Miscellaneous Assignments: Syllabus quiz, writing experiences description, course evaluation (30 pts)

Final Exam: A philosophy for teaching writing that references specific theoretical and practical approaches discussed over the course of the semester (40 pts)

Grade Distribution

A	94%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	E/F	<60%

Required or Recommended Reading Assignments

Dean, Deborah. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom, second edition.* NCTE, 2017.

General Description of the Subject Matter of Each Lecture or Discussion

Wk1

Tu – Course Expectations

Th – Writing Experiences

    Reading: The Five-Paragraph Essay and the Deficit Model of Education by Lil Brannon et al.

Wk2

Tu – Writing Beliefs
> Reading: Self-Selected chapter from *Bad Ideas About Writing*

Th – Writing Communities
> Readings: Recognition and Respect: Centering Students' Voices through Writing Groups by Kira LeeKeenan and Holland White
> Scribbling: Making Time for What Matters by Joseph Weiderhold and Deborah Dean

Wk3
Tu – Teaching Writers
> Reading: Implementing Purpose-Studies: A Humanising Approach for Bridging the Spaces Between Writers, their Worlds, and the Test by Charlotte L. Land et al.

Th – Secondary Writers
> Reading: Interview Transcripts

Wk4
Tu – Writing Assignments
> Readings: Keeping it Real: Valuing Authenticity in the Writing Classroom by Anne Elrod Whitney
> School Writing vs. Authentic Writing by Ken Lindblom

Th – Writing Invitations
> Readings: Designing Writing Assignments by Margot Soven
> Inviting Writing: Assignments and Demonstrations by Donald Murray

Wk5
Tu – Teaching Writing
> Readings: A Snapshot of Writing Instruction in Middle Schools and High Schools by Arthur N. Applebee and Judith A. Langer
> Approaches to Teaching Writing by Peter Smagorinsky et al.

Th – Genre Theory
> Readings: Why Study Genre Theory by Deborah Dean
> Beyond "Is This OK?": High School Writers Building Understandings of Genre by Anne Elrod Whitney et al.

Wk6
Tu – Writing Process & Writing Strategies
> Readings: *Strategic Writing* Ch. 1
> Teach Writing as a Process Not Product by Donald Murray

Th – Writing Workshop
> Readings: The Writing Workshop by Ralph Fletcher and JoAnn Protalupi
> Conferring: The Essential Teaching Act by Katie Wood Ray and Lester L. Laminack

Wk7
Tu – Strategies for Developing and Starting Writing
> Reading: *Strategic Writing* Ch. 2-4

Th – Strategies for Revision
> Reading: *Strategic Writing* Ch. 5-6

Wk8
Tu – Strategies for Peer Feedback

Reading: Which Helps Writers More, Receiving Peer Feedback of Giving it? By Sarah Chanski and Lindsay Ellis

Th – Strategies for Completing Writing and Transfer
Readings: Why Reflection? By Anne Elrod Whitney et al.
Written Reflection: Creating Better Thinkers, Better Writers by Dawn Swartzendruber-Putnam

Wk9
Tu – Practicum Day
Th – Practicum Day

Wk10 – Spring Break

Wk11
Tu – Differentiating Writing Instruction
Readings: Instruction for Students with Special Needs by Amy Gillespie Rouse
Strategies for Teaching Writing to Multilingual Learners by Carol Booth Olsen
Th – Approaches for Teaching Writing
Reading: Observation Narratives

Wk12
Tu – Assessing Writing
Readings: Assessing Writing by Joshua Wilson
Th – Grading Rubrics
Readings: Why I Won't Be Using Rubrics to Respond to Students' Writing by Maja Wilson
The Infamy of Grading Rubrics by Michael Livingston
On the *Uses* of Rubrics: Reframing the Great Rubric Debate by Eric De. Turley and Chris W. Gallagher

Wk13
Tu – Mapping Out Writing Instruction Pt. 1
Readings: When Our Students Voice Their Truths: "This I Believe" Multimodal Essays in Action by Amber Jensen and Liz Thackeray Nelson
Writing and Identity: Letters to the Editor as Argumentative Scaffolding by Mike Miller
Th – Mapping Out Writing Instruction Pt. 2

Wk14
Tu – Developing Writing Experiences Pt. 1
Readings: Inside the Minilesson by Lucy Calkins
There is More Ways than One to Teach a Minilesson by Beth Moore
Th – Developing Writing Experiences Pt. 2

Wk15
Tu – Revising Unit Plans
Th – Practicum Day

Wk16
Tu – Developing Philosophies for Teaching Writing
Reading: Write Here, Write Now by Amber Jensen

Required Course Syllabus Statements

Generative AI

university. At the end of the day, all we have that are uniquely ours are our ideas. Therefore, it is imperative that we treat the ideas and writings of others with honor and integrity. This includes, among many things, making diligent efforts to document and cite appropriately what we use from others; representing all ideas as accurately as possible; and striving to always do our best.

Certainly, within this broader scope, plagiarism is the most widely known aspect. Presenting anyone else's ideas as your own (including AI generated text) or without proper citation may result in a failing grade for this class. Please avoid this at all costs. If you are wondering about improper/proper citations or use of paraphrasing, please come see me. We can work together not only to make sure that you do not unintentionally plagiarize this time, but that you know how to avoid it in the future.

We now have access to generative AI technology that will certainly revolutionize the way we work and interact. While there are times when using this technology is prudent, it **should NOT be used** to compose on your behalf. One of the goals of this course is to teach you to think like a writer and then to compose. If you use AI to think and compose for you, you will not meet the objectives of this class, and that will warrant a failing grade. I am happy to discuss ways for you to use AI to support you in completing your writing without having AI generate your writing for you.

Additionally, if the pressures of college life are weighing on you, please do not copy someone else's work. Come see me. We'll talk and find a way to make the workload more manageable.

Intentionally or unintentionally failing to follow ethical practices in your work in this class may result in a consequence up to and including a failing grade for this course as well as being reported to the university.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.