

## New Graduate Course Proposal

### Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

To access the saved form for editing or to finalize submission visit [forms.fitchburgstate.edu](https://forms.fitchburgstate.edu) to log in and view your Pending/Drafts under My Forms.

### Course Title

Course Title: \* Writing Content for All Students-PreK-Grade 6

Proposed Banner Abbreviation: \* Writing in Content Area (PK-6)

*Banner limit of 30 characters, including punctuation, spaces, and special characters.*

### Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: \* Dustin Halterman

Members of the Graduate Curriculum Committee: Lynn D'Agostino, Nermin Bayazit, Denise Sargent, Kimberly Bennett, Jescah Apamo-Gannon, Robert Shapiro

Department / Unit Developing: \*

Department Chair: \*

Academic Dean: \*

Program Chair The Program Chair for this request is among the people listed above.

\* ☒ Yes  
☐ No

Graduate Program \* Pedagogy and Learning

*The above program would be responsible for scheduling, staffing & assessing this course.*

### Course Information

#### Course Description

\* This course introduces the participants to the concepts, principles, relationships, processes, and applications of writing for all students in the PreKindergarten through Grade 6. Emphasis is placed on acquiring content knowledge focused on differentiating the writing process for multilingual learners, students above grade level, and struggling writers through diverse, research-based writing strategies. The topics of digital writing and the use of technology in the classroom will be addressed. Participants will learn how writing content is crucial to success in all content areas. The Common Core State Standards and Massachusetts Curriculum Frameworks will be included in this course.

#### Course Objectives

Standard 1: Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

SEI Indicator (c) Demonstrates knowledge between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

Standard 2: Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

Crosscutting SMK: For all Pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

a. Support the integration of standards for literacy across the content areas as outlined in the 2017 ELA/Literacy Framework.

Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the 2016 Digital Literacy Computer Science Framework.

Apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.

f. Support English learners through English learner education instruction.

Crosscutting SMK: Reading: For all Pre-K—12 educators licensed in Early Childhood, Pre-K—2; Elementary, 1-6; Moderate Disabilities, Pre-K—8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:

I. Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.

II. Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).

III. Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.

IV. Knowledge of reading standards as outlined in the 2017 ELA/Literacy Curriculum Framework: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.

V. Instructional practices for supporting comprehension in a variety of genres and content areas.

VI. Knowledge of selection criteria for classroom literary and informational texts.

b. Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).

c. Phonemic awareness and phonics; principles, knowledge, and instructional practices.

d. Use of assessment for instruction and intervention.

e. Knowledge of a variety of formal and informal reading assessment tools.

f. Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and to differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).

g. Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.

i. Diagnosis and assessment of reading skills using standardized, criterion- referenced, and informal assessment instruments.

Rationale and expected outcomes of offering the Course

\*This course is meant to give students at the graduate level an elective that meets their interest in deepening their understanding of writing within the content areas for educators in the prekindergarten to grade 6 classrooms. The outcomes will bolster a higher understanding of the six traits of writing which will carry over into ELA, math, science, and/or social studies.

What are the Learning Outcomes for the Course?

Number of Credits: \* 3

Discipline Prefix or Prefixes:

\* EDUC  
[ ]

Brief rationale if more than one prefix:

[ ]

Level of Course:

\* ☒ 7000  
☐ 8000  
☐ 9000

Brief rationale for level choice::

\* This course is writing intensive; however, there is limited additional work that is required.

The course will be:

☐ Requirement  
☒ Elective

Elective or Requirement Note/Special:

[ ]

Is there a similar undergraduate course?

\* ☐ Yes  
☒ No

Does this course affect offerings in any other department or program?

\* ☐ Yes  
☒ No

## Course Enrollment

Expected Average Enrollment:

\* 15

This course is a replacement for:

Course # / Name

[ ]

Has the course been offered previously as a "Topics" course?

\* ☒ Yes  
☐ No

How often / when was it offered as a Topics course?

The topics course has been offered three times in the summer of 2023, 2024, and 2025.

Is this an Extended Campus Course?

\* ☐ Yes  
☒ No

Which semester will this course be offered for the first time?:

\* Summer 2026

How often thereafter to be offered?:

\* Every summer

## Course Requirements

Prerequisite course(s) if any:

[ ]

Additional Requirements

Laboratory Hours:

[ ]

Fieldwork Hours:

[ ]

Pre-Practicum Hours:

[ ]

Practicum Hours:

[ ]

Other Requirements (specify):

[ ]

## Syllabus Upload

New Course Syllabus Upload:

EDUC 7218 Syllabus.docx.pdf

## Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form.  
You should receive an email confirmation that your signature has been completed.

\* ...3739313832

*Dustin Halterman*

Requester Signature

09/23/2025

Date

\*

...3030313831

*Moideh Bayat*

Academic Dean Signature

09/30/2025

Date

\* ...3731383031

*Denise Sargent*

Department Chair Approval

09/30/2025

Date

\*

...3230353035

*Becky Copper Glenz*

SGOCE Dean Signature

10/06/2025

Date

### Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

\*

Graduate Council Chair Signature

Date

### Notifications

\*

Approval of the President

Date

SGOCE Dean Initials

Date

\*

Reviewed by the Registrar:

Date



**Comprehensive Syllabus  
Education Department  
Summer 2025 Semester**

**EDUC 7218: Topics: Writing Content for All Students-PreK-Grade 6**

**Instructor:** Dustin Halterman, Ed.D.  
**Office:** McKay C113  
**Office Hours:** By appointment  
**Class Hours:** Online  
**Telephone:** 978.602.5155  
**E-mail:** dhalterm@fitchburgstate.edu

**CATALOG COURSE DESCRIPTION:**

This course introduces the participants to the concepts, principles, relationships, processes, and applications of writing for all students in the PreKindergarten through Grade 6. Emphasis is placed on acquiring content knowledge focused on differentiating the writing process for multilingual learners, students above grade level, and struggling writers through diverse, research-based writing strategies. The topics of digital writing and the use of technology in the classroom will be addressed. Participants will learn how writing content is crucial to success in all content areas. The Common Core State Standards and Massachusetts Curriculum Frameworks will be included in this course.

**REQUIRED TEXTS:**

Spandel, V. (2012). *Creating Writers: 6 Traits, Process, Workshop, and Literature*. (6th ed.). Boston, MA: Pearson

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2018). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

**Specific for Education Courses:**

**Fitchburg State University Teacher Education Conceptual Framework**



Candidates will develop the knowledge, skills, and dispositions of the Conceptual Framework necessary to effectively promote the development of writing skills in children. They will become aware of specific researched-based skills and instructional practices necessary to support the writing development of children, considering and planning modifications and support for Multilanguage Learners (MLs) and for students with disabilities. Finally, candidates will be able to assess student skills and plan engaging, developmentally appropriate activities that incorporate motivation, authenticity, and enjoyment.

This course will address the dispositions of the Conceptual Framework as well as the professional standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Associate for the Childhood Education International (ACEI) and the International Reading Association (IRA) in the following ways:

**Knowledge - As a result of the learning experiences in the course, you will become more cognizant of:**

- ★ The major concepts, principles, theories, and research related to development of children and to how students differ in their development and approaches to learning;
- ★ The central concepts from writing, language and child development, the tools of inquiry, and the structures of content to teach writing to students in PreK to grade 6 classrooms;
- ★ The connections among concepts, procedures, and applications from English language arts and across the content areas;
- ★ Quality children's literature and ways to integrate the literature into typical writing activities, such as the teaching of comprehension and vocabulary, and strategies for using literature with drama, independent reading, read-alouds, shared and guided reading, and literature circles and into typical writing activities such as journal writing, written responses to literature, and writing workshop;

- ★ Formative and summative writing assessments to plan and evaluate instruction.

**Skillful - As a result of the learning experiences in the course, you will become better able to:**

- ★ Use concepts from writing and thinking skills to help students apply their developing skills/strategies to many different situations, materials, and ideas;
- ★ Articulate a sound philosophy of writing instruction based on research findings, learning theory, and child development;
- ★ Describe effective teaching strategies for each of the components of writing [automaticity, speed, and writer's voice];
- ★ Describe the writing process and explain the implications of this knowledge for teaching children to write effectively;
- ★ Describe the writing process and explain the implications of this knowledge for teaching children to write effectively;
- ★ Demonstrate knowledge of the writing process and Standard English Conventions (SEC) in planning writing workshop experiences and other writing;
- ★ Explain the developmental stages in learning to spell;
- ★ Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation, particularly in the writing process;
- ★ Create meaningful learning experiences that develop students' competence in the writing process;
- ★ Use connections across the curriculum to motivate students, build understanding, and encourage the application of knowledge, skills, and ideas to think critically and problem solve real world issues;
- ★ Use formative and summative assessments in planning and implementing writing instruction;
- ★ Demonstrate knowledge of the Massachusetts English Language Arts and Literacy Curriculum Framework by using the general standards and the learning standards in all assignments;
- ★ Include a variety of pertinent resources in instructional plans; Create plans for using various children's writing genres in instruction as well as in other content area instruction;
- ★ Demonstrate the ability to adapt instructional plans and to use technology to meet the needs of all learners (typical developing students, English Language Learners, students with disabilities, gifted and talented students, etc.) in PreK to grade 6 classrooms.

**Caring - As a result of the learning experiences in the course, you will become more competent in your ability to:**

- ★ Connect major concepts, principles, theories, and research related to the development of all children in order to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation to learn English language;
- ★ Build a classroom community that promotes growth and learning of all children inclusive of culture, language, and ability;

- ★ Approach children with a strengths-based perspective and provide a stimulating and challenging environment for learning;
- ★ Create instructional opportunities that are adapted to diverse students;
- ★ Use a variety of teaching strategies that encourage students' development of critical thinking, problem solving, and performance skills;
- ★ Foster active engagement in learning, self-motivation, and positive social interaction and to create a supportive learning environment;
- ★ Foster active inquiry, collaboration, and supportive interaction in the classroom through effective verbal, nonverbal, and media communication that promote multiple perspectives and positive outcomes;
- ★ Reflect on his/her experiences as a language arts learner orally and in writing;
- ★ Reflect on the responsibility of the language arts teacher for modeling and for demonstrating effective use of writing;
- ★ Establish and maintain a positive collaborative relationship with families, colleagues, and agencies in the larger community to promote intellectual, social, emotional, and physical growth, and well-being of students.

**Ethical - As a result of the learning experiences in the course, you will become more competent in your ability to:**

- ★ Use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student;
- ★ Be an advocate for children to ensure they can maximize their potential, especially students living in poverty and Multi-language Learners (MLs);
- ★ Identify high-quality children's literature that promotes and celebrates diversity;
- ★ Demonstrate respect for diverse cultures and communities;
- ★ Evaluate the effects of your professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

**Reflective Leader - As a result of this learning experience you will become a more reflective educator by:**

- ★ Reflecting on individual student's development and consider materials, curriculum, and instructional strategies that support all learners;
- ★ Reflecting on research to apply proven strategies into their classroom practice;
- ★ Reflecting on and evaluating their instructional practices drawing on research, professional development and consultation with other professionals to improve their teaching;
- ★ Understanding and applying professional and state standards to the classroom and program.

**COURSE OBJECTIVES/Learning Outcomes: (Needed for all courses)**



## **Professional Standards for Teachers (PSTs) addressed in this course.**

### **Learning Outcomes:**

**Standard 1: Curriculum, Planning, and Assessment:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

- (a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
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SEI Indicator (c) Demonstrates knowledge between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

**Standard 2: Teaching All Students standard:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- (a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- (d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

**Crosscutting SMK:** For all Pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

- a. Support the integration of standards for literacy across the content areas as outlined in the *2017 ELA/Literacy Framework*.
- 2. Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the *2016 Digital Literacy Computer Science Framework*.
- 3. Apply the theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
- f. Support English learners through English learner education instruction.

**Crosscutting SMK: Reading:** For all Pre-K—12 educators licensed in Early Childhood, Pre-K—2; Elementary, 1-6; Moderate Disabilities, Pre-K—8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

- a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:
  - I. Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.
  - II. Principles and research-based instructional practices for developing proficient readers (phonics and word recognition, vocabulary, reading fluency, comprehension, and the reading-writing connection).
  - III. Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.
  - IV. Knowledge of reading standards as outlined in the *2017 ELA/Literacy Curriculum Framework*: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.
  - V. Instructional practices for supporting comprehension in a variety of genres and content areas.
  - VI. Knowledge of selection criteria for classroom literary and informational texts.
- b. Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness).
- c. Phonemic awareness and phonics; principles, knowledge, and instructional practices.
- d. Use of assessment for instruction and intervention.
- e. Knowledge of a variety of formal and informal reading assessment tools.
- f. Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and to differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups).
- g. Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring.
- i. Diagnosis and assessment of reading skills using standardized, criterion- referenced, and informal assessment instruments.

## **COURSE REQUIREMENTS:**

### **1.Class Attendance, Preparedness, and Participation (10%)**

A. Class Attendance – A major component of this course will involve class discussions that facilitate understanding of the writing process; thus, attendance is integral to success in the course. As professionals, participants are expected to attend every class, to be on time, and to communicate with the instructor regarding any necessary absences. Attendance at all online sessions is mandatory (if assigned). Absences and tardiness will result in a lower grade.

B. Class Preparedness – All candidates are responsible for completing the readings and other assignments regardless of attendance. Candidates' ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Candidates will receive lower grades for late assignments unless advanced arrangements are made with the instructor. Candidates should bring their textbook to online class.

It's vital that candidates are present during via online discussion posts. The majority of the time will be spent working with writing partners.

C. Class Participation – Participation in class discussions, group work, and other class activities is expected and required. Professional behavior is expected at all times. This means listening actively without dominating the conversation. Colleagues know how to disagree respectfully.

All of these behaviors regarding class attendance, preparedness, participation, and meeting deadlines are critical for successful teaching and thus factored into the final grade. The majority of class participation will be reflected in your time spent with your writing partner.

## **2. Six Trait Writing Manuscript (70%: 5% each week and 35% finalized)**

Each week participants will write a mini-chapter about one of the six traits of writing. Each chapter will include information on a predetermined trait using quotes from the text (and other resources as participants deem necessary), strategies for differentiation in a specific grade-level (participant determined), and three possible lesson plan ideas that would connect to each trait (the week 1 overview does not need this final section). Each mini-chapter should be a minimum of 3 pages double spaced utilizing APA formatting. The maximum number of pages for a chapter should not exceed 5.

The chapters are due as follows:

Week 1: An overview of the writing process and introduction to the six traits.

Week 2: Ideas

Week 3: Organization

Week 4: Voice

Week 5: Word Choice

Week 6: Sentence Fluency

Week 7: Conventions

Although the mini-chapters will be turned in weekly, a final copy of all 7 mini-chapters put together will be considered the final project for this class. Each week, partners will review the chapters and

give feedback. This feedback should be addressed prior to handing in the final 7-chapter manuscript. A rubric and exemplar will be provided.

### **3. Discussion Posts (14%)**

Each week, a discussion board post will appear on Blackboard. Participants will write a 2 paragraph response to the prompt. The prompt will be directly connected to each week's reading. An initial post will be due by 11:59 PM on Friday and a response to one classmate will be due at 11:59 PM on Sunday. A response should be thought provoking and either build upon a classmate's thoughts or challenge them. Each week's discussion and response is worth 2%.

### **4. Six Traits of Writing Visual (6%)**

Each participant will be tasked with making a visual that represents the six traits of writing. This visual is meant to help both educators and students remember the six trait process. Since this degree program has a wide range of educators, the visuals will look very different. The visual can be handmade, digitally created, or created using artificial intelligence (AI). This will be presented to the class in the final discussion board via a recorded entry. Although this assignment is due on the final day of class, it would be a great idea to add on to your visual each week as you read about a specific trait. This will limit the amount of work due the final week.

### **COURSE EVALUATION POLICIES AND PROCEDURES:**

Candidates' final grades will be based on the following percentages:

<b>Activity/Assignment</b>	<b>Percentage of Grade</b>
Six Trait Writing Manuscript Weekly Chapters	35% (5% weekly)
Six Traits Writing Manuscript Final Draft	35%
Discussion board posts	14% (2% weekly)
Six Traits of Writing Visual	6%
Class attendance, preparedness, and participation	10%
<b>TOTAL</b>	<b>100%</b>

### **TECHNOLOGY INITIATIVES:**

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Teacher candidates will utilize technology in the following ways:

- To complete a number of assignments (As which students will need access to word processing as well as use of the internet to access information surrounding standards and other federal legal information)
- As a research tool to access scientifically based reading research in assessment, programs, instruction and materials.
- As a means of communication primarily through the Blackboard system. Students are encouraged to check these associated accounts approximately 2-3 times per week)

- Learning modules that include videos and narrated Power Points and videos to gain knowledge.
- Students become more fluent with the Excel software

### **Fitchburg State University Library Online Services:**

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at [www.fitchburgstate.edu/library](http://www.fitchburgstate.edu/library). Candidates may access any of several full-text online databases. Passwords are available to candidates by calling (978) 665-3762. Fitchburg State University candidates may use all Massachusetts State University libraries with their current Fitchburg State University ID.

### **INSTRUCTIONAL STRATEGIES:**

<u>X</u>	Lecture/Presentation	-	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	-	Pre-Practicum
-	Laboratory	-	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
-	Discovery	-	Field Trip
-	Interviewing	<u>X</u>	Computer Application
X	Collaborative Learning Groups	<u>X</u>	Viewing and/or Listening
<u>X</u>	Reflective Response		Followed by Discussion
<u>X</u>	Creating Visual Illustrations of Concepts	X	Modeling Strategies by Instructor

### **COURSE EVALUATION POLICIES AND PROCEDURES:**

Your course grade will be calculated as a percentage of total points. You can receive a total of 100 points.

Grading Policy

FSU Grade	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70

W	Withdrawn
IN	Incomplete
IP	In-Progress

## **COURSE POLICIES:**

### **1. Communicating with the Professor**

The best way to contact me is through email. I am available for a phone conference or meet with you if needed. I routinely meet with students virtually or on the phone. There are voluntary Google Meets and Research Circles for those who have questions or want to discuss their findings. The Google Meet will be recorded and posted on Bb.

### **2. Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at (978) 665-3427 or (978) 665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment with the staff of Disability Services as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course in order to provide you with appropriate accommodations.

### **3. Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSU Grade Appeal Policy in your Student Handbook.














### **4. Policy on Academic Integrity**















The faculty in the Education Unit at Fitchburg State University expects that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless otherwise instructed) and all other sources will be cited appropriately. The University Academic Dishonesty Policy, as outlined in the University Catalogue, will be strictly enforced.

### **5. Copyright Policy**












You are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or the publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See your Student Handbook for more details



## Course Outline

Date	Videos/Readings		Assignments	
<b><u>Module 1</u></b>  <b>Week of 7/14</b>  <b>Upload your Chapter 1 to BlackBoard and send it to your writing partner (see document on BlackBoard)</b>	 <b>Watch</b>	Overview:  Ruth Culham on 6+1 Trait...  Another Overview:  6 Traits of Writing Voice  How is this implemented?  Organization-The 2nd Tr...	 <b>Post</b>	<b>Discussion Board</b> <b>Due by Friday at 11:59 PM with a response to one class-mate by Sunday at 11:59 PM:</b>  What is one part of the Six Traits Model that you are comfortable with and what is one part of the model that you know you need to understand better?
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 1 (p. 1-29)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 1 of your manuscript: <i>An overview of the writing process and an introduction to the 6 traits</i> (3-5 pages)</li> <li>This assignment must be submitted by 7/20 at 11:59 PM</li> </ul>
<b><u>Module 2</u></b>  <b>Week of 7/21</b>	 <b>Watch</b>	How did 1 teacher use this?  Writing Lesson - 6 Trait "...  Differentiating/Accommodating  Trait of Ideas	 <b>Post</b>	<b>Discussion Board</b> <b>Due by Friday at 11:59 PM with a response to one class-mate by Sunday at 11:59 PM:</b>  Let's talk graphic organizers. How have you used them to generate ideas for writing? What types of graphic organizers do you find useful? Which graphic organizers do you think are over-used?
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 3 (p. 62-95)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 2 of your manuscript: <i>Ideas</i> (3-5 pages)</li> <li>This assignment must be submitted by 7/27 at 11:59 PM</li> </ul>

Date	Videos/Readings		Assignments	
<b>Module 3</b>  <b>Week of 7/28</b>	 <b>Watch</b>	Writing Minilesson:  <b>Writing Lesson - 6 Traits ...</b>	 <b>Post</b>	<b>Discussion Board</b> <b>Due by Friday at 11:59 PM with a response to one classmate by Sunday at 11:59 PM:</b>  This chapter starts with a quote from Ernest Hemingway: "prose is architecture, not interior decoration." What does this mean to you? Back it up with information from the text, videos, or other sources.
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 4 (p. 96-126)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 3 of your manuscript: <i>Organization</i> (3-5 pages)</li> <li>This assignment must be submitted by 8/3 at 11:59 PM</li> </ul>
<b>Module 4</b>  <b>Week of 8/4</b>	 <b>Watch</b>	Engaging students with Voice:  <b>Six Traits of Writing: Voic...</b>  Voice Overview:  <b>Six Traits of Writing - Voice</b>	 <b>Post</b>	<b>Discussion Board</b> <b>Due by Friday at 11:59 PM with a response to one classmate by Sunday at 11:59 PM:</b>  The concept of voice can be tricky for students to understand. It is quite abstract. Choose a book and discuss the author's voice. How can you tell? What language does this author use?
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 5 (p. 127-161)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 4 of your manuscript: <i>Voice</i> (3-5 pages)</li> <li>This assignment must be submitted by 8/10 at 11:59 PM</li> </ul>
<b>Module 5</b>  <b>Week of 8/11</b>	 <b>Watch</b>	Word Choice Overview (I love the drawings that go with this):  <b>Word Choice   6+1 Traits ...</b>	 <b>Post</b>	<b>Discussion Board</b> <b>Due by Friday at 11:59 PM with a response to one classmate by Sunday at 11:59 PM:</b>  Use word choice to change the



Date	Videos/Readings		Assignments	
				<p>following three sentences into a more exciting writing:</p> <p><i>The students saw a show. It had big animals. They talked about it all day.</i></p> <p>Tell us why you changed certain words.</p>
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 6 (p. 162-189)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 5 of your manuscript: <i>Word Choice</i> (3-5 pages)</li> <li>This assignment must be submitted by 8/17 at 11:59 PM</li> </ul>
<b>Module 6</b>  <b>Week of 8/18</b>	 <b>Watch</b>	<p>Sentence Fluency Overview:</p> <p> Sentence Fluency   6+1 T...</p> <p>Authentic application of sentence fluency:</p> <p> Writing - Trait of Sentenc...</p>	 <b>Post</b>	<p><b>Discussion Board</b>  <b>Due by Friday at 11:59 PM</b>  <b>with a response to one classmate by Sunday at 11:59 PM:</b></p> <p>As students expand their writing abilities, they begin to grasp the concept of sentence fluency. Create an example of a sentence a student could create and then tell us how you would teach them to create a better sentence using fluency techniques.</p>
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 7 (p. 190-221)</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 6 of your manuscript: <i>Sentence Fluency</i> (3-5 pages)</li> <li>This assignment must be submitted by 8/24 at 11:59 PM</li> </ul>
<b>Module 7</b>  <b>Week of 8/25</b>	 <b>Watch</b>	<p>Cheesy video on how to understand conventions (it's catchy):</p> <p> Conventions Rockin' the ...</p> <p>Quick Review of Conventions:  <a href="https://www.youtube.com/watch?v=gY9KkLxOEv0">https://www.youtube.com/watch?v=gY9KkLxOEv0</a></p>	 <b>Post</b>	<p><b>Discussion Board</b>  <b>Due by Wednesday at 11:59 PM</b></p> <p>Our final discussion post: Upload a copy of your 6-trait visual and a video of you explaining the visual.</p>

Date	Videos/Readings		Assignments	
	 <b>Read</b>	<ul style="list-style-type: none"> <li>Spandel, V. (2013): Chapter 8 (p. 222-238) This is not the whole chapter!</li> </ul>	 <b>Write</b>	<ul style="list-style-type: none"> <li>Chapter 7 of your manuscript: <i>Conventions</i> (3-5 pages)</li> <li>This assignment must be submitted by 8/26 at 11:59 PM</li> <li>Final copy of manuscript is due by 11:59 PM on 8/28.</li> <li>Six Traits Visual Due by 8/27</li> </ul>

***\* Additional assignments and readings may be added throughout the semester. Additional activities and short readings may be assigned weekly as part of the online class work***

**M. SUGGESTED READINGS AND RESOURCES:**

2012 Amplification of the English language development standards: Kindergarten-

grade 12. (2012). Madison, WI: University of Wisconsin Board of Regents.

Bear, D., Invernizzi, M, Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Calkins, L. (2015). *Writing pathways: Performance assessments and learning progressions*. Portsmouth, NH: Heinemann.

Cappiello, M. A., & Dawes, E. T. (2013). *Teaching with text sets*. Huntington Beach, CA: Shell Education.

Culham, R. (2014). *The writing thief: Using mentor texts to teach the craft of writing*. Newark, DE: International Reading Association.

Cunningham, P. M. (2014). *What really matters in vocabulary: Research-based practices across the curriculum*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

Cunningham, P. M., & Cunningham, J. W. (2010). *What really matters in writing: Research-based practices across the elementary curriculum*. Boston, MA: Allyn and Bacon.

- Daniels, H., & Steineke, N. (2011). *Texts and lessons for content-area reading*. Portsmouth, NH: Heinemann.
- Dean, C., Hubbell, E., Pitler, H., & Stone, B. (2014). *Research-based Strategies for increasing student achievement*. (2<sup>nd</sup> ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Fisher, D., & Frey, N. (2014). *Close reading and writing from sources*. Newark, DE: International Reading Association.
- Fisher, D., & Frey, N. (2016). *Improving adolescent literacy: Content strategies at work*. (4<sup>th</sup> ed.). Boston, MA: Pearson.
- Fisher, D., Frey, N., & Lapp, D. (2016). *Text complexity: Stretching readers with texts and tasks*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Fletcher, R. (2017). *Joy write: Cultivating high-impact, low-stakes writing*. Portsmouth, NH: Heinemann.
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. (Seminal work)
- Ganske, K. (Ed.). (2014). *Write now! Empowering writers in today's K-6 classroom*. Newark, DE: International Reading Association.
- Graves, D. (2003). *Writing: Teachers & children at work* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann. (Seminal work)
- Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement*. (3<sup>rd</sup> ed.). Portland, ME: Stenhouse Publishers.
- Helman, L., Bear, D., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words their way with*

- English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.
- Johansen, D., & Cherry-Paul, S. (2016). *Flip your writing workshop: A blended learning approach*. Portsmouth, NH: Heinemann.
- Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin.
- Lehman, C. (2011). *Reviving disengaged writers, 5-8*. Portsmouth, NH: Heinemann.
- McLaughlin, M. (2010). *Content area reading: Teaching and learning in an age of multiple literacies*. Boston, MA: Pearson.
- Miller, M., & Veatch, N. (2011). *Literacy in Content (LinC): Choosing instructional strategies to teach reading in content areas for student in grades 5-12*. Boston, MA: Pearson.
- Murray, D. M. (2001). *The craft of revision* (4<sup>th</sup> ed.). Boston, MA: Thomson-Heinle. (Seminal work)
- National Commission on Writing in America's Schools and Colleges. (2006). Writing and school reform. Available: [http://www.writingcommission.org/ptod\\_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf](http://www.writingcommission.org/ptod_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf) (Seminal work)
- Pinnell, G. S., & Fountas, I. S. (2011). *The continuum of literacy learning, PreK-8*. Portsmouth, NH: Heinemann.
- Richardson, J. (2016). *The guided reading teacher's companion*. New York, NY: Scholastic, Inc
- Richardson, J. (2016). *The next step forward in guided reading: An assess-decide-guide framework for supporting every reader*. New York, NY: Scholastic, Inc.
- Richardson, J. & Lewis, E. (2018). *The next step forward in reading intervention: The rise framework*. New York, NY: Scholastic Inc.

Serafini, F. (2010). *Classroom reading assessments: More efficient ways to view and evaluate your readers*. Portsmouth, NH: Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

Serravallo, J. (2018). *Understanding texts & readers: Responsive comprehension instruction with leveled texts*. Portsmouth, NH: Heinemann.

Spandel, V. (2013). *Creating writers: 6 traits, process, workshop, and literature*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Stewart, A. & Beaudry, J. (2018). *Teaching strategies that create assessment-literate learners*. Thousand Oaks, CA: Corwin.

**Additional references and resources to be determined by the instructor throughout the course.**