



Graduate Course Syllabus

EDU 750: Seminar in the Teaching of Writing

Center: Online

Course Prerequisites

Only students seeking NH endorsement are eligible for this course

Course Description

This course is designed to help educators who will work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises processes and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.

Course Outcomes

- Create a syllabus for a writing course or unit in writing
- Develop and teach writing activities aligned to targeted competencies for writing, grades 5–12
- Create high-quality writing assignments
- Assess student writing efficiently and fairly
- Practice regular writing in order to model writing and target weaknesses in one's own skills for improvement

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Inside Out: Strategies for Teaching Writing

Dawn Latta Kirby and Darren Crovitz

Heinemann

Fourth Edition

2012

ISBN: 978-0-325-04195-7

6 + 1 Traits of Writing: Grades 3 and Up

Culham, Ruth

Scholastic Inc

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	30	210
Journals	3	25	75
Activities	2	45	90
Field Experience: Initial Reactions and Reflection	1	55	55
Field Experience	1	100	100
Critical Task			
Milestone One	1	50	50
Milestone Two	1	60	60
Milestone Three	1	60	60
Critical Task Submission	1	300	300
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	

Grade	Numerical Equivalent	Points
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & Wire, the University's ePortfolio system. These items will be used as artifacts for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>What Do Writing Teachers Need to Know?</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapters 1 and 2</p> <p><i>6+1 Traits of Writing</i>, Introduction and Chapter 1</p> <p>1-1 Discussion: Introduction</p> <p>1-2 Journal: NCTE Principles</p> <p>1-3 Review: Critical Task and Field Experience</p>
2	<p>Creating a Community of Writers and Generating Writing</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 3 (pp. 45–50) and Chapters 4 and 6</p> <p><i>6+1 Traits of Writing</i>, Chapter 2 (pp. 33–40 and 50–67), and Chapter 3 (pp. 68–76 and 87–99)</p> <p>2-1 Discussion: Syllabus Preparation</p> <p>2-2 Journal: Improving Writing With Standards</p> <p>2-3 Field Experience: Reminder</p> <p>2-4 Milestone One: Reminder</p>

Module	Topics and Assignments
3	<p>Balancing Craft and Precision</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 5</p> <p><i>6+1 Traits of Writing</i>, Chapter 4 (pp. 100–109 and 123–138), and Chapter 5 (pp. 139–147 and 157–175)</p> <p>3-1 Discussion: Writing Activities</p> <p>3-2 Critical Task Milestone One: Syllabus</p>
4	<p>Making Writing Relevant for Students</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 7</p> <p><i>6+1 Traits of Writing</i>, Chapter 6 (pp. 176–183 and 194–211)</p> <p>4-1 Discussion: Prewriting Activities</p> <p>4-2 Field Experience: Initial Reactions and Reflection</p> <p>4-3 Field Experience: Reminder</p>
5	<p>Responding to Student Writing</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 8</p> <p>5-1 Activity: Assessing Student Writing</p> <p>5-2 Critical Task: Reminder</p> <p>5-3 Field Experience: Reminder</p>
6	<p>Back to the Basics</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapters 9 and 10</p> <p><i>6+1 Traits of Writing</i>, Chapter 7 (pp. 212–225 and 237–246) and Chapter 8 (pp. 247–251 and 258–260)</p> <p>6-1 Discussion: Field Experience Sharing</p> <p>6-2 Critical Task Milestone Two: Formative Activities</p>
7	<p>Assessing and Testing Writing</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 11</p> <p><i>6+1 Traits of Writing</i>, Appendices A, C, and D</p> <p>7-1 Journal: Assessing Students Fairly</p> <p>7-2 Critical Task Milestone Three: Summative Assessment Plan</p>
8	<p>New Literacies and Summative Evaluation</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapters 12 and 13</p> <p>8-1 Activity: Evaluating a Writing Sample</p> <p>8-2 Critical Task and Field Experience: Reminder</p>
9	<p>From Theory to Practice: Writing Instruction in the Real World</p> <p><i>Inside Out: Strategies for Teaching Writing</i>, Chapter 14</p> <p>9-1 Discussion: Technology and Writing</p> <p>9-2 Critical Task Chalk & Wire Submission</p> <p>9-2 Critical Task Course Submission</p>
10	<p>Writing as a Medium to Change Lives</p> <p>10-1 Discussion: Final Thoughts</p> <p>10-2 Field Experience Chalk & Wire Submission</p> <p>10-2 Field Experience Course Submission</p>

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).