

EDU 5652-030/040 or 6652-030/040

Tier I Instruction for Writing About Challenging Text School-Year Practicum (whole class)

Professor: Dr. Kelly C. Patrick, Director
University of Utah Reading Clinic (UURC)
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Instructors: Contact information will be disseminated at or prior to first class.

Logistics:

- on location in schools
- register fall semester/teach all year/grade posts summer semester
- implementation in classroom; minimum 2 hours weekly
- obtain advisor permission for this course to count toward degree

Course Description and Expectations

This credit/no credit continuing education course builds on theoretical and practical knowledge acquired from a prerequisite course: [EDU 5651/6651: Tier I Instruction for Improved Fluency and Comprehension](#) and expands that knowledge to Tier I writing instruction for students from diverse backgrounds. Educators will learn to execute effective, efficient research-based writing instruction for grade-level Tier I text in a whole class setting. The course follows a “practicum model,” in which participants build a conceptual framework for writing development and effective writing instruction through a year-long, mentored experience.

The course is open to any educator who has completed the prerequisite course, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and Multi-Language Learner (MLL) personnel.

Through application, observations, and participation, educators will be expected to extend their knowledge of the following topics: writing process, writing fluency, text structure, scaffolding, gradual release of responsibility, oral language development, academic language, writing skills (i.e., grammar, punctuation, spelling) building/activating background knowledge, instructional planning and differentiation, self-regulation, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing instruction for students in whole class and small group formats.

Working with Minors: Your Background Check & Youth Protection Training

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons working with **students from the UURC** are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

- a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: <https://www.uen.org/cactus/logon.do>. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.
- b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at <https://uite.utah.edu/students/background-check/>.
- c. If you are neither a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: <https://bci.utah.gov/criminal-records/criminal-records-forms/>

All persons working with **students from the UURC** are also required to complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Persons who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.

Textbooks & Materials

Material requirements will be communicated to you by your instructor prior to the first training.

****Recommended References****

Graham, S., & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

Ferretti, R.P., & Lewis, W.E. (2013). Best practices in teaching argumentative writing. In Graham, S., MacArthur, C.A. & Fitzgerald, J. (Eds.), *Best practices in writing instruction* (pp. 113-140). NY: Guilford.

Bruning, R.H., & Kauffman, D.F. (2016). Self-efficacy beliefs and motivation in writing development. In C. MacArthur, Graham, S., & Fitzgerald, J. (Eds.), *Handbook of writing research* (pp. 160-173). NY: Guilford.

Graham, S., Harris, K.R., & Chambers, A.B. (2016). Evidence-based practice and writing

instruction: A review of reviews. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 211-226). NY: Guilford.

Hillocks, G. (1987). Synthesis of research on teaching writing. *Educational Leadership*, pp. 71-82. Retrieved from www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf.

MacArthur, C.A., & Graham, S. (2016). Writing research from a cognitive perspective. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 24-40). NY: Guilford.

Santangelo, T., & Harris, K.R., & Graham, S. (2016). Self-regulation and writing: Meta-analysis of the self-regulation processes in Zimmerman and Risemberg's model. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 174-193). NY: Guilford.

Saddler, B. (2013). Best practices in sentence construction. In Graham, S., MacArthur, C.A. & Fitzgerald, J. (Eds.), *Best practices in writing instruction* (pp. 238- 256). NY: Guilford.

Course Schedule

Clinical Sessions: Topics and Readings

Session 1

Review of Tier I Text Routines, Introduction of Tier I Pre-writing & Writing Routines: Review of Fluency-Oriented Reading Instruction (FORI) and Questioning the Author (QtA) routines—especially Deep Queries, issues in Tier I writing instruction, empirical research base, overview of practicum expectations, and overview of university credit options.

Clinical Rounds: Instructor reviews Tier I Text routines and introduces Tier I Pre-writing and Writing About Challenging Text routines, including prompt development, prompt analysis, and using organizers to prepare for composing.

Optional Reading:

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 1 – The Power of Writing, pp. 1-20.

- Section 2 – Strategies for Teaching Planning, Writing and Revising, pp. 21-38.

Session 2

High-scaffolding for Informative/Explanatory Writing About Text: Brief review of research on writing instruction, prompt development and analysis, review of informational text structure with organizer, motivation for organizer use & fluent writing, sequencing for paragraphs, use of an informational summary frame with sentence starters, use of academic language, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinical Rounds: Instructor models drafting a summary of challenging informational text with whole class. Clinic is followed by discussion of relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for

questions, remodeling, and clarification.

Optional Readings: MacArthur & Graham (pp. 24-40), Hillocks (pp 71-82), Graham, Harris & Chambers 9pp. 211-226)

Session 3

Medium-scaffolding for Informative/Explanatory Writing About Text: Prompt development and analysis, review of text structure with organizer, motivation for organizer use & fluent writing, sequencing for paragraphs, use of a narrative summary frame with sentence starters, use of academic language, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinical Rounds: Instructor models drafting a summary of challenging text with whole class with medium scaffolding. Clinic is followed by discussion of relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

Optional Reading:

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 3 – Writing Strategies That Can Be Applied Broadly, pp. 39-80.
- Section 4 – Writing Strategies That Are Genre Specific, pp. 81-132.

Session 4

Low-scaffolding for Opinion/Argumentative Writing About Multiple Texts: Prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an informational summary frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinical Rounds: Instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing about informational text with a whole class. Clinic is followed by discussion of possible timelines for writing instruction for the remainder of the school year, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development), and opportunities for questions, remodeling, and clarification.

Optional Reading:

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 5 – Strategies for Self-Regulating and the Writing Process, pp. 133-154.

Session 5

Metacognitive-scaffolding for Opinion/Argumentative Writing About Multiple Text: Prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an opinion/argument frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinical Rounds: Instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing an opinion/argument with a whole class. Clinic is followed by discussion of possible

timelines for writing instruction for the remainder of the school year, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development), and opportunities for questions, remodeling, and clarification.

Optional Reading: Ferretti & Lewis (2013), Saddler (2103). Santangelo, Harris & Graham (2016).

Session 6

Using 2 Texts for an Opinion/Argument Essay: Prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an opinion/argument frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinical Rounds: Instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing an opinion/argument with a whole class. Clinic is followed by discussion of possible timelines for writing instruction for the remainder of the school year, gradual release of responsibility, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development), and opportunities for questions, remodeling, and clarification.

Optional Reading: Bruning & Kauffman (2016)

University Credit Requirements & Criteria

Impact on the Future

Use your experience to understand how reading develops and how instruction leads to that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember--even 20 lessons can make a significant difference in a student's time in text, their ability to access that text, and their ability to proficiently write about that text. YOU can be the person who makes that difference for your students!

EDU 5652/6652-030 (CR/NC) Course Credit Criteria

To earn university credit (i.e., no letter grade), participants must satisfactorily meet practicum requirements. Your final grade for this course will be determined based on the following components:

Practicum Requirements (75% of Final Grade, 102 points)

The majority of your grade (75%, 84 points) is based on the satisfactory completion of all practicum requirements. This includes:

- completion of all scheduled clinical trainings (make-up assignments provided on individual basis), conducted by a licensed Tier I Writing About Text Trainer
- completion of all scheduled observations conducted by a licensed Tier I Writing About Text Trainer or a certified Tier I Writing About Text Educator working in a support capacity under a licensed Tier I Writing About Text Trainer
- meet implementation criteria for each summative observation (make-up observation provided on individual basis)
- completion of 2 self-observations
- submit recorded lesson for scheduled Rounds (peer observation)

- implementation of planned lessons with assigned routines/strategies as demonstrated by submitted lesson plans

It is essential that all practicum requirements are completed to a satisfactory level to earn credit for this portion of your grade.

EDU 5652/6652-040 (letter grade) Course Credit Criteria

To earn university credit (i.e., letter grade), participants must satisfactorily complete course criteria. Your final grade for this course will be determined based on the following components:

Practicum Requirements (75% of Final Grade, 102 points)

The majority of your grade (75%, 102 points) is based on the satisfactory completion of all practicum requirements.

This includes:

- completion of all scheduled clinical trainings (make-up assignments provided on individual basis), conducted by a licensed Tier I Writing About Text Trainer
- completion of all scheduled observations conducted by a licensed Tier I Writing About Text Trainer or a certified Tier I Writing About Text Educator working in a support capacity under a licensed Tier I Writing About Text Trainer
- meet implementation criteria for each summative observation (make-up observation provided on individual basis)
- completion of 2 self-observations
- submit recorded lesson for scheduled Rounds (peer observation)
- implementation of planned lessons with assigned routines/strategies as demonstrated by submitted lesson plans

It is essential that all practicum requirements are satisfactorily completed to earn credit for this portion of your grade.

Case Study (25% of Final Grade, 34 points possible)

The remaining 25% of your grade will be derived from a written case study. **Choose one intermediate writer from your class as the subject for a written case study.** The case study should adequately address the following (see rubric at end of syllabus for added detail):

1. **Summary and analysis of the student's foundation for writing and reading success at baseline**
2. **Summary and analysis of the instructional model**
3. **Summary and analysis of the student's writing and reading abilities at posttest**
4. **Summary and analysis of your own teaching practices**

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APPLICATION (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Please keep a copy of your case study on file or hard drive until you receive your final grade.

Case Study Rubric

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources	
1. Summary and analysis of the student's foundation for writing and reading success at baseline.						
Discuss baseline writing skills (Features and Conventions) in relation to grade level standards as measured by grade level writing rubric aligned to state writing standards.						
Discuss baseline foundational reading skills (e.g., oral reading accuracy, oral reading rate, and comprehension) in relation to chronological grade level expectations.						
2. Summary and analysis of the instructional model.						
Brief description of each WAT (Pre-Writing, Drafting, Location/Action Prompts, Response Supports).						
Explain the purpose of each WAT routine and key strategy.						
Did any routine seem to offer more difficulty or easy than others for your student? Why?						
What, if any, adjustments did you make to the instruction?						
3. Summary and analysis of student's writing and reading abilities at posttest.						
Discuss posttest writing skills (features and conventions) in relation to grade level standards as measured by grade level writing rubric aligned to state writing standards.						
Discuss posttest oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.						
If indicated, specific recommendations for future instruction/intervention are made.						
4. Summary and analysis of your own teaching practices.						
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.						

5. Mechanics					APA Guidelines
APA standards (style, grammar, spelling, etc.)					
Case Study is 5 pages or less					
Case Study					
Case Study TOTAL points (/34)					
Case Study percentage					
Case Study grade					

Performance Levels

Below Expectations: Case Study content indicates significant gaps or misunderstandings. Essential elements are missing, incomplete, or incorrect.

Approaching Expectations: Case Study content indicates some understanding but still has areas that need improvement. Key elements are present but may lack clarity, detail, or full accuracy.

Meets Expectations: Case Study content fulfills all essential criteria and indicates a solid understanding. It's complete, clear, and accurate, demonstrating the required level of understanding and quality.

Exceeds Expectations: Case Study content is above and beyond the requirements. It's exceptionally thorough, clear, and insightful, showing advanced understanding and skill. It may include creative or thoughtful enhancements not required.

Final Grade

75% Practicum Requirements, 84 points

25% Case Study, 28 points

TOTAL POSSIBLE = 112 points

Grading Scale

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 59% and below

University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
 - a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. **Student Code:** <http://regulations.utah.edu/academics/6-400.php>
7. **Accommodation Policy:** <http://regulations.utah.edu/academics/6-100.php>

8. *Supports for Students:* Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.

9. *Basic Needs Student Support Statement.* Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.