



## The Confidence to Write: A CUWP Institute for K-12 Teachers Course Syllabus

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<b>TITLE:</b>	<b>The Confidence to Write: A CUWP Institute for K-12 Teachers</b> (for General Professional Development)	
<b>DATES:</b>	May 18, 2023 June 12-16, 2023 June 22, 2023	kickoff and orientation (in-person) writing and teaching workshop (in-person) reunion day with CUWP fellows (in-person)
<b>CREDITS:</b>	3 semester hours SUU credit (45 hours of instruction @ 50 minute hours) <i>To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course.</i>	
<b>INSTRUCTORS:</b>	Craig Jeppson, Social Studies Teacher, Wasatch HS, <a href="mailto:craig.jeppson@wasatch.edu">craig.jeppson@wasatch.edu</a> Melissa Heaton, English Teacher, Mapleton JH, <a href="mailto:melissa.heaton@nebo.edu">melissa.heaton@nebo.edu</a>	

**COURSE DESCRIPTION:** This is a three (3) credit, one (1) week intensive course (with a kickoff session and a reunion) in which teachers of all grade levels and subject areas will learn research-driven strategies to cultivate students' ability to write and think well. Throughout the week, participants will be guided through the writing process, engage critically with the professional literature, and develop dynamic lesson plans. To engender within participants the skills, attitudes, and empathy necessary to effectively model the writing process in their own classrooms, this course will emphasize nurturing the "writer-within" each participant.

### **COURSE TEXTS AND LEARNING MATERIALS:**

*\*All course materials will be provided by CUWP for registrants as part of the course cost\**

Dean, D. (2010). *What works in writing instruction*. Urbana, IL: NCTE. (selected chapters)

Dean, D. (2021). *Teaching secondary writing: Quick reference guide*. Urbana, IL: NCTE.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Portland, ME: Stenhouse Publishers. (Chp 1)

Prather, Liz. (2022). *The confidence to write*. Heinemann Educational Books.

Spandel, V. (2005). *The 9 rights of every writer: A guide for teachers*. Portsmouth, NH: Heinemann. (Chp 1)

**LEARNING OUTCOMES:** This course will empower participants to:

- cultivate classroom environments that nurture writing and inquiry
- hone their craft as writers

- effectively model each stage of the writing process
- establish constructive peer-response groups in the classroom
- engage writers and thinkers with effective pre-writing and inquiry activities
- employ writing activities strategically to help students
  - reflect on meaning
  - engage with course content
  - revise and sharpen their thinking
  - demonstrate content mastery
- participate in conversations about research and best-practice in the field

#### REQUIREMENTS FOR COURSE CREDIT:

- Attend/participate in all 45 contact hours of instruction
- Write responses to *The Confidence to Write* (3 virtual discussion contributions prior to institute)
- Engage in reading groups with colleagues to discuss professional research, theories, and practices within course texts and supplementary articles.
- Participate in writing groups with colleagues to deliver feedback and determine next steps in personal and/or professional writing project(s) throughout the week.
- Complete all major assessments:
  1. Present a “Teaching Lab” lesson that demonstrates implementation of an effective writing teaching strategy as informed by the course text, *The Confidence to Write*.
  2. Produce a well-crafted piece of personal or professional writing to share with the other course participants as part of a writing anthology. This piece should represent the culmination of the week’s lessons in process and craft.
  3. Write and revise a Beliefs about Teaching Writing Statement.

#### GRADING RUBRIC FOR COURSE ASSIGNMENTS:

*\*Major Assignments designated with asterisk*

Assignment	Complete	Incomplete
<b>Reading Responses</b>	Prior to the institute, responds at least three times to <i>The Confidence to Write</i> in online discussion	Prior to the institute, does not respond at least three times to <i>The Confidence to Write</i> in online discussion.
<b>*Lab Lesson</b>	Presents a teaching strategy from <i>The Confidence to Write</i> that can be used at a future date in the classroom.	Does not present a teaching strategy from <i>The Confidence to Write</i> that can be used at a future date in the classroom.
<b>*Anthology Piece</b>	Creates and submits an original piece of writing to share with participants of the institute.	Does not create and submit an original piece of writing to share with participants of the institute.
<b>Reading and Writing Groups</b>	Participates in a reading and writing group during the institute.	Does not participate in a reading and writing group during the institute.
<b>*Belief Statement</b>	Prior to the institute, creates and submits a belief statement of teaching writing.  Before the reunion, revises and submits a belief statement of teaching writing.	Prior to the institute, does not create and submit a belief statement of teaching writing.  Before the reunion, does not revise and submit a belief statement of teaching writing.

<b>Attendance</b>	Attends/participates in all 45 contact hours of the institute.	Does not attend/participate in all 45 contact hours of the institute.
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**COURSE TIMELINE:**

**Kickoff Event and Orientation (2 contact hours)**

Thursday, May 18, 5-7 pm (in-person)

- Participants will learn about the Central Utah Writing Project and its purpose, receive course expectations and reading materials, and observe a lab lesson to begin their own lab lesson inquiry. Pizza dinner will be provided to participants.
- **Task:** Participants will begin a first draft of a Beliefs about Teaching Writing Statement.

**Reading Responses and Group Interaction (1.5 contact hours)**

Virtual Asynchronous Interaction via Google Classroom

Between May 18 and June 12

- Participants will engage in critical discussion among colleagues via an asynchronous dialogue where they respond to the core course text and to teach other's reflections through Google Classroom. This group interaction will prepare participants for the intensive one-week course and help to develop a shared community of learners.
- **Task:** Ongoing discussion and responses to *The Confidence to Write* course text.

**Writing and Teaching Workshop (37.5 contact hours)**

Monday, June 12 to Friday, June 16, 8:00 am - 4:30 pm daily (in-person)

- Daily activities will begin with a quick write on prompts, move to instructional topics on cultivating writing within the classroom, group writing activities, reading group discussions, working on class anthology pieces, writing group feedback, and working on developing curriculum for the classroom. In addition, guest speaker presentations take place during the week. The final day of class includes teacher demonstrations of classroom writing curriculum and sharing anthology pieces that have been finalized. Group readings and content mini-lessons are determined by participant interest indicated on pre-course surveys.

	<b>Monday (6/12/23)</b>	<b>Tuesday (6/13/23)</b>	<b>Wednesday (6/14/23)</b>	<b>Thursday (6/15/23)</b>	<b>Friday (6/16/23)</b>
<b>Time</b>	7.5 hours	7.5 hours	7.5 hours	7.5 hours	7.5 hours
<b>8:00 am</b>	-Nibble/Scribble	-Nibble/scribble	-Nibble/scribble	-Nibble/scribble	-Nibble/scribble
<b>8:30 am</b>	-Discussion of Assigned Text: <i>The Confidence to Write</i>	-Walk and Write	-Guest Speaker: <b>TBD</b>	-Meet with Writing Groups	-Teaching Lab 9
<b>10:30 am</b>	Preparation for for Teaching Lab	-Teaching Lab 1+2	-Teaching Lab 3+4	-Teaching Lab 5+6	-Teaching Lab 10
<b>12:00 pm</b>	Lunch	Lunch	Lunch	Lunch	Lunch from CUWP
<b>1:00 pm</b>	<b>-Reading assignment:</b> <i>Write Like This</i> chapter 1 (Gallagher)	<b>-Reading Group:</b> Gallagher <b>-Reading Assignment:</b> Your selection from <i>What Works in Writing Instruction</i>	<b>-Reading Group:</b> Dean <b>-Reading Assignment:</b> The 9 Rights of Every Writer, Ch. 1 (Spandel)	<b>-Reading Group:</b> Spandel	<b>-Writing Playground:</b> Share Ideas of Incorporating Writing
<b>2:00 pm</b>	-	-Work Time: Writing for Class	-Work Time: Writing for Class	-Teaching Lab 7	-Book Share

		Anthology and Prep for Teaching lab	Anthology and Prep for Teaching Lab		
<b>3:00 pm</b>	-Writing/Teaching Lab Prep Time	-Writing/Teaching Lab Prep Time	-Writing/Teaching Lab Prep Time	-Teaching Lab 8	-Share Anthology Pieces
<b>4:00 pm</b>	-Daily Reflection: Take-Aways from the Day	-Daily Reflection: Take-Aways from the Day	-Daily Reflection: Take-Aways from the Day	-Daily Reflection: Take-Aways from the Day	-Daily Reflection: Take-Aways from the Day

**CUWP Reunion Day and Guest Speaker (4 contact hours)**

Thursday, June 22, 8:30 am - 12:30 pm (in-person)

- Participants will further their learning by attending a reunion with fellows of the Central Utah Writing Project. They will reflect on their beliefs about writing, learn from a guest speaker, and engage in discussion with writing fellows.
- **Due:** Revised Beliefs about Teaching Writing Statement

## University Policy Statements

**ATTENDANCE and CURRENT COVID-19 CONSIDERATIONS:** What should I expect in the classroom this semester? The following are general guidelines for the classroom environment:

- **Class Attendance is Required:** If you are registered for a Face-to-Face, Synchronous Remote, or Hybrid course, attendance is required. If you are ill or instructed to isolate or quarantine, you may request a faculty member record the class and share it with you or you may request other reasonable accommodations. Your instructor will work with you to develop a plan for completing coursework while you are isolated/quarantined. In order for you to receive academic accommodations and ensure that your request is communicated to faculty, you must submit this self report form.
  
- **Course delivery modalities are posted online** for each course, but may be modified in response to emerging COVID conditions: SUU is employing every effort to maintain a learning environment that is engaging and safe. The course modality listed when you registered for courses should remain for the semester; however, due to COVID conditions, the delivery of modality for a specific course may change during the semester. Normally, these changes will be short term (possibly the length of a quarantine or isolation time period), or in some cases longer. When such a modification is needed, faculty members will work with their department chair and/or dean and the students to maintain an effective learning environment.

**ACADEMIC INTEGRITY:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services found at this site: <https://help.suu.edu/handbook>) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**ADA STATEMENT:** Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

**EMERGENCY MANAGEMENT STATEMENT:** In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>

**HEOA Compliance Statement:** The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

**DISCLAIMER STATEMENT:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.