

EED433, Writing in the 21st Century

#33812 Tempe Campus Room #ED-212
Tuesday-Thursday 3:00-4:15 3 Credit Hours

Instructor Information:

Dates of classes: Monday, 1/13/2025 – Friday, 5/2/2025
Instructor Name: Mark Pfister-Angulo
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Office Hours: Available Upon Request
Zoom Link: <https://asu.zoom.us/j/4304702019>
Office Location: TBD

Course Information

Catalog Description

Theory on the social nature of oral and written language and congruent teaching, management and assessment practices. Emphasizes skills, strategies and dispositions for teaching 21st-century multimodal literacies to diverse learners including ELL with a focus on learners as creators of content, communicators, collaborators and global citizens.

Course Overview

The goal of this class is for pre-service educators to acquire the ability to create learning environments that encourage and enable *all* students to learn to write well. To achieve this goal, the course assignments, readings, discussions, and activities help elementary-level educators appreciate the importance of writing in society and educational settings, understand the writing process and genres, know best practices in teaching writing, analyze student writing samples to inform instruction and meet the individual needs of students, locate and evaluate resources for reading and writing, understand the K-8 writing standards, and design effective educational experiences to help students in their writing.

Course Objectives

In this course, students will:

- Produce weekly written critical analysis on a range of articles and book chapters
- Describe, assess, and provide written reports on children's literacy development (writing)
- Teach writing for student understanding through evidence based best practices that create an inclusive writing environment and support all learners.
- Learning experiences to identify and apply the principles of writing to engage all students, grades K-12.
- Opportunities for students to know and implement culturally and linguistically responsive teaching and sustaining teaching practices in writing instruction.
- Identify the role of culturally-responsive children's literature in helping children develop a strong sense of self and an understanding of others.
- Apply writing assessments to meet the individual needs of all K-12 students.
- Make instructional decisions based on assessment of students' needs and background knowledge.
- Analyze the children's books present in a classroom, explore texts that might make the collection more culturally responsive, and present findings in written and oral format to peers and mentor teacher

Enrollment Requirements

Prerequisite(s): ENG 101, 105, or 107 with C or better; MLFTC teacher preparation major, concentration, or certificate student; minimum 56 hours

Course Format

Seminar, Lecture, and Research

Required Professional Experiences

none

General Studies Designation

Literacy and Critical Inquiry [L]

Required Course Texts, Materials and Resources

Required Text

Graham, S., MacArthur, C. A., & Hebert, M. A. (Eds.). (2019). *Best practices in writing instruction* (3rd ed.). London, England: Guilford Press. ISBN 978-1-4625-3796-9

Supplemental Text

None

Additional Required Readings

- Graham, S., Harris, K. (2016). A path to better writing, evidence-based practices in the classroom. *The Reading Teacher*, 69 (4), 359-365.
<https://www.uen.org/core/languagearts/writing-collection/downloads/PathBetterWriting.pdf>
- National Council of Teachers of English. (2023). *Culturally and historically responsive education: a policy brief*.
https://ncte.org/wp-content/uploads/2023/05/2023-NCTE-Squire-Office_Culturally-and-Historically-Responsive-Education.pdf
- Mindshift Podcast from KQED. (April 18, 2023). *How centering joy can make learning more relevant to students and teachers*. <https://www.npr.org/podcasts/464615685/mind-shift-podcast>
- Meier, J., Meaney, C. (nd). *Looking at Writing*. Reading Rockets.
<https://www.readingrockets.org/looking-at-writing>
- Any additional Required Readings will be available to students on Canvas.

Required Materials

- A computer
- A pdf reader (like [Adobe Acrobat Reader](#), which is free)
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Composition notebook (for writing away from the screen)

Provided and Recommended Materials

- Digital reader's and writer's notebook to house Critical Reading Analysis (template shared in class)

Provided Materials and Resources

ASU's Course Materials are available via [My ASU](#) in the My Classes area. All ASU students have free access to this web resource, including the ASU Learning Management System.

- For help accessing the online course materials, including logging on, submitting work, troubleshooting, etc., please refer to [My ASU Service Center](#) or the Help link located within the Learning Management System.
- To monitor the status of campus networks and services, please visit the [ASU System Health](#) portal.
- [My Apps](#) provides free software tools, including free virus scan software, online applications, Microsoft Office

365, and information about discounted software for purchase.

- Mary Lou Fulton Teachers College utilizes Sonia by QSR International in specific courses. Sonia is a comprehensive online placement management system that enables you to facilitate online collaborative evaluations with your instructors and mentor teachers/supervisors while keeping clinical experiences and internship records. User guides will be available for you.

Recommended Materials and Resources

- none

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	<u>Program Learning Outcomes</u> <i>Progression Indicator Alignment</i>	<u>InTASC Standard</u> <i>Standard Alignment</i>	<u>ISTE Standards</u> <i>Standard Alignment</i>	<u>ILA Standards</u>	<u>Principled Innovation Practices</u> <i>Practice Alignment</i>
1. Apply knowledge of the development of writers across K-12 grades and subject areas to student writing and planning lessons.	DDM1- Ia	1d-f		1.1, 1.2	
2. Synthesize major theories, research, and processes related to reading-writing connections.	DDM1- Ra DDM2- Rb	1d, 4j-m, 4o, 5j, 7i		1.1, 1.2, 1.3	
3. Apply appropriate and varied instructional approaches, communication techniques and technology for meeting the diverse needs of all learners.	DDM1- Ib DDM2- Rb	1h, 1j, 2b, 2c, 2f, 2h, 3l, 4p, 4q, 7j, 7k, 8l, 8p, 8q	2c, 4b	2.2	
4. Analyze literacy/writing curriculum to engage in instructional practices that promote diversity and capitalize on students' backgrounds, including learning and linguistic differences	DDM1- Rb DDM3- Rb	1b, 1g, 1h, 1i, 2d, 2i, 2j, 2k, 2o, 3f, 4m, 7n	4d	1.1, 4.1, 4.2, 4.3	C1
5. Design literate classroom environments that are inclusive and instructional routines that support a community of practice for all students in reading, writing, and learning	DDM1- Ic DDM3- Ra	3a-g, 3k, 3m-q, 4g, 6i	2b	5.1, 5.2, 5.3, 5.4	C2
6. Apply evidence-based practices for using technology purposefully in language arts/writing instruction.		3g, 3h, 3m, 4g, 6i, 8g, 8n, 8o, 8r	2a, 3d, 4a, 4c	5.3	
7. Create a positive disposition related to writing, as well as the teaching of writing in order to build a safe writing environment.		2l-n, 3r, 4r, 9l, 9n		6.1, 6.2	
8. Select, develop, administer, analyze, interpret, and communicate assessment results to inform writing instruction.	DDM4-Rb DDM4.M.a	1a, 4i, 6a-d, 6g, 6h, 6j-v, 7d, 7l, 9h	5b	3.1, 3.2, 3.3, 3.4	

9. Design and implement instruction that incorporates a wide range of texts, genres, and resources.		4a, 5c, 8h, 8m	3a	2.1, 2.2, 2.3	
10. Implement a theoretically comprehensive approach to writing that provides necessary skills and strategies, connects to students' lives, responds to socio-political realities, and provides opportunities to impact actual, intended audiences.	DDM2- 1a GLAE2- 1b GLAE5- 1a	2j, 4p	6a	4.1	I1, P1

*Specialized Professional Association (SPA) Standards: [Council for Exceptional Children \(CEC\)](#), [National Association for the Education of Young Children \(NAEYC\)](#), [National Council for the Social Studies \(NCSS\)](#), [National Council of Teachers of Mathematics \(NCTM\)](#), [National Council of Teachers of English](#), [International Literacy Association \(ILA\)](#), [Next Generation Science Standards](#),

Tentative Course Calendar

Class/Module and Topics		Readings and/or Media	Assignment(s)	Total Points
Welcome Module	Course Introduction & Welcome - Establishing the Writing Community - Review: What are the major components of literacy development?		What are your goals? (5 points) Purchase Writer's Notebook Exit Ticket - 3 points	8 points

Module 1 1/14 & 1/16	Module 1 Topic: Evidence-Based Practices & Setting Up the Writing Classroom What does the research show us about effective practices for writing instruction? Assignment Introduction • Writing to Learn Collection • Attendance/Participation • Teacher as Writer / Writer's Notebook	Chapter 1 in <i>Best Practices in Writing Instruction</i> : Evidence-Based Practices in Writing Optional: Chapter 2 in <i>Best Practices in Writing Instruction</i> : Setting Up the Writing Classroom A Path to Better Writing, Evidence-Based Practices in the Classroom, Graham & Harris https://www.uen.org/core/languagearts/writing-collection/downloads/PathBetterWriting.pdf	M1 Writing to Learn: (10 points) 6 Word Stories / Introduction Slide (5 points) Exit Ticket -3 points	18 pts
Module 2 1/21 & 1/23	Module 2 Topic: Creating a Culturally Sustaining Process for Motivation How do we motivate our students as writers through the lens of culturally sustaining practices?	Chapter 3 in <i>Best Practices in Writing Instruction</i> : Motivating Writers In Class materials: NCTE: An Equity Model HILL Model - Histories, Identities, Literacies, and Liberation + Joy	M2 Writing to Learn: (10 points) Exit Ticket - 3 points	13 pts.
Module 3 1/28 & 1/30	Module 3 Topic: Effective Use of a Flexible Writing Process What is meant by “writing process” and how can we support students in using processes flexibly to become more effective writers?	Choice Read: Chapter 11 in <i>Best Practices in Writing Instruction</i> : Planning Chapter 12 in <i>Best Practices in Writing Instruction</i> : Evaluation and Revision Chapter 13 in <i>Best Practices in Writing Instruction</i> : Reading-Writing Connections Article: Understanding the Writing Process and How It Can Help Your Students	M3 Writing to Learn: (10 points) Exit Ticket - 3 points Published Writing Collection: Narrative 10 points	23 pts.

Module 4 2/4 & 2/6	Module 4 Topic: Assessment & Feedback How do we use assessments to understand our writer's strengths, what they need to learn next, and plan for instruction?	Chapter 14 in <i>Best Practices in Writing Instruction</i> : Assessing Writing Assessing Components of K-8 Writing https://www.readingrockets.org/looking-at-writing	M4 Writing to Learn: (10 points) Assessing Components of K-8 Writing* (guided practice) Exit Ticket - 3 points	13 pts.
Module 5 2/11 & 2/13	Module 5 Topic: Teaching Foundational Skills to Automaticity How do skills such as handwriting and spelling impact writers, and what are strategies for supporting students that may struggle?	Chapter 9 in <i>Best Practices in Writing Instruction</i> : Handwriting and Spelling	M5 Writing to Learn: (10 points) Assessing Components of K-8 Writing* 25-points (full assignment due) Exit Ticket - 3 points	38 pts.
Module 6 2/18 & 2/20	Module 6 Topic: Supporting All Writers: Students with Special Needs What are challenges that students with writing disabilities (SWD) may have, and what supports should be put in place to support them?	Chapter 15 in <i>Best Practices in Writing Instruction</i> : Instruction for Students with Special Needs	M6 Writing to Learn: (10 points) Exit Ticket - 3 points	13 pts.
Module 7 2/25 & 2/27	Module 7 Topic: Supporting All Writers: Sentence Construction & Emergent Bilinguals How can sentence combining skills, academic vocabulary, and content area knowledge support all writers, especially our Emergent Bilinguals?	Chapter 10 in <i>Best Practices in Writing Instruction</i> : Sentence Construction See additional articles in Canvas Chapter 16 in <i>Best Practices in Writing Instruction</i> : Instruction for English Learners (Supplemental)	M7 Writing to Learn: (10 points) Exit Ticket - 3 points Published Writing Collection: Saturation Research Paper 15 points	28 pts.

Module 8 3/04 & 3/6	Module 8 Topic: Digital Tools / Narrative Writing	<u>Optional Reading:</u> Chapter 8 in <i>Best Practices in Writing Instruction</i> : Writing with Digital Tools	(No Writing to Learn) Culturally Sustaining & Inclusive Mentor Text Collection (Part 1, 25 pts)	25 pts.
ASU Spring Break - March 9-16, 2025				
Module 9 3/18 & 3/20	Module 9 Topic: Exploring Genre: Narrative Why is writing narrative texts considered a “life skill,” and why should the narrative genre be prioritized in the classroom?	Chapter 4 in <i>Best Practices in Writing Instruction</i> : Narrative Writing	M9 Writing to Learn 7: (10 points) Exit Ticket - 3 points	13 pts.
Module 10 3/25 & 3/27	Module 10 Topic: Exploring Genre: Narrative (Part 2) What strategies can be used to help writers develop their skill and craft within the narrative genre and beyond?	Review Chapter 4 for support developing Narrative Planning Strategy	Teaching Writing - Narrative Planning Strategy (25 points) Exit Ticket - 3 points	28 pts.
Module 11 4/1 & 4/3	Module Topic: Exploring Genre: Informative How do we help our students write more effectively from source material and write original informational text?	Chapter 5 in <i>Best Practices in Writing Instruction</i> : Writing from Source Material	M11 Writing to Learn: (10 points) Exit Ticket - 3 points Culturally Sustaining & Inclusive Mentor Text Collection (Full Assignment - 30)	43 pts.
Module 12 4/8 &	Module Topic: Exploring Genre: Informative (Part 2) What strategies are effective for helping students draft and revise their informative writing?	Review Chapter 5 for support developing Informative Revision Strategy	Teaching Writing - Informative Strategy (25 points) Exit Ticket - 3 points	28 pts.

4/10				
Module 13 4/15 & 4/17	Module Topic: Exploring Genre: Argumentative What is argumentation, what is the role of dialogue, and how is argumentative writing considered problem solving? What are self-regulated strategies for argumentative writing?	Chapter 6 in <i>Best Practices in Writing Instruction</i> : Argumentative Writing	M12 Writing to Learn: (10 points) Exit Ticket - 3 points	13 pts.
Module 14 4/22 & 4/24	Module Topic: Exploring Genre: Argumentative (Part 2) What are evidence-based instructional practices for argumentative writing?	Review Chapter 6 for support developing Argumentative Revision Strategy	Teaching Writing - Opinion / Argumentative Revision Strategy (25 points) Exit Ticket - 3 points	28 pts.
Module 15 4/29 & 5/1	Synthesis of Course Learning How will you take the practices and mindsets that you've developed in this course and use them to impact your continued growth as a writer and teacher of writers? Writing Celebrations - Author's Chair		M15 Writing to Learn: (10 points) Exit Ticket - 3 points Teacher As Writer, End of Semester Notebook Check and Conferences (20 points)	33 pts.

Course Assignments

Assignments marked with an asterisk are common assessments that are used for internal and external program assessment and therefore cannot be modified. All courses need to include at least two common assessments. These assessments are mapped to specific outcomes and listed on the program matrix.

Literacy Designation

The assignments in this course are designed to meet the criteria of the University **Literacy & Critical Inquiry Designation. [L]**

Criteria 1: At least 50% of the course grade should depend on writing, including prepared essays, speeches, or in-class examinations. [C-1]

Criteria 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence [C-2]

Criteria 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams. [C-3]

1. Writing to Learn: Critical Reading Analysis
2. Teacher as a Writer - Writer's Notebook & Published Writing Collection

Criteria 4: These substantial writing or speaking assignments should be arranged so that students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. [C-4]

Assignments

A. Active Participation	3 pts per week - 45 points	12%
B. Writing to Learn	11 @ 10 points - 110 points	30%
C. Assessing Components of K-8 Writing	25 points	7%
D. Genre Mini-Lessons	75 points	21%
E. Teacher As Writer	55 points	15%
F. Culturally Sustaining Mentor Text Collection	55 points *Part 1 - 25 points *Part 2 - 30 points	15%
	Total Points - 365 points	

Assignment and Description	PLO and Standards Indicators (Teacher Prep only)	Due Date	Score/Points
A - Active Participation in Class Participation means being prepared to apply readings to class activities and contributing to the learning of others (whether in 1:1, small group, or whole group interaction)		Weekly	45 points 3 points per week 12%

B - Writing to Learn: Critical Reading Analysis Over the semester, teacher candidates will produce a 14-16-page collection of text analyses / synthesis.. Each week, teacher candidates will respond to a question or prompt by interpreting, critically analyzing, and synthesizing course readings, videos, and observations of classroom practices. Each critical reading analysis will be scholarly in tone and include evidence gathered from research articles / textbook readings, videos, and classroom experiences. [C-2] Students will include integration of quotations with proper citations [C-3] Weekly instructor feedback will focus on both content and on scholarly writing (e.g., strategies for integrating supporting evidence such as quotations into a response). It is expected that this feedback will be incorporated in the submissions for subsequent weeks, so that by the end of the course, students will possess strong skills in analytic writing. [C-4]	PLO: DDM1.l.a, DDM1.l.b, DDM1.l.c DDM2.l.a, DDM2.l.b, DDM2.l.c	Weekly	110 points [C-2] 11 responses x 10 points 30%
C - Assessing Components of K-8 Writing* Teacher candidates will analyze two assessments of children's writing, kindergarten to 8th grade, at various stages of developmental writing. Parts 1-3 require analyzing writing assessment data, as well as utilizing literature from course readings and materials. Teacher candidates will interpret assessment data (6 traits/ developmental charts), as well as apply the literature to contextualize and to support their analysis. Teacher candidates will also be expected to use their findings to raise questions about the literature. [C-3]	PLO: DDM4.R.a InTASC: 4j, 6g, 6k, 6l ISTE: n/a NAEYC: 3a, 3b, 5a CEC: 4.2 ECE: 2a, 2b, 2c	Module 4 Module 5	25 points 7%
D- Genre Mini-Lessons: <i>Teaching the Writing Process through the Use of Mentor Text & Reflecting on the Planning, Feedback and Instruction</i> Teacher candidates will plan and conduct three in-class micro-teach experiences using techniques learned from course literature and presentations on teaching the writing process to children (narrative, informational, or argumentative). Each micro-teach needs to include: Brief analysis of student writing to support the lesson objective (provided by instructor, or may use student writing from the	PLO: DDM1.R.a DDM2.R.b	Module 10 Module 12 Module 14	75 points 3 x 25 points 20 points lesson 5 points reflection 21 %

internship) - Completed lesson plan template (provided by instructor) - Appropriate strategies for the genre (narrative, informational, or argumentative) (e.g., how to generate ideas, rehearse a story orally, replacing common verbs with vivid verbs, identifying misspelled words, reorganize and/or combine sentences, plagiarism) - Use of mentor text (picture book, chapter book, article, teacher generated, student generated) - Instruction in class in small groups to peers - Providing quality feedback to peers Reflection - Students will complete a <u>brief</u> reflection to share their strengths and areas for growth based off of feedback from their peers and their own experience planning and teaching the lesson.			
E-Teacher as a Writer - Writer's Notebook & Published Writing Collection [C4 - Writing] Over the semester, teacher candidates will produce a collection of writing using various genres and topics. The purpose of this assignment is to provide an opportunity to formally demonstrate evidence of learning in the class, grounded in reading, class discussions, and learning experiences. This writing collection will be collected in draft form in the writer's notebook, as well as in a published writing collection that includes narrative, informational, and literary argument. Within these writing pieces, students will be required to gather, interpret, and evaluate evidence. Each class session, teacher candidates will participate in the writing process. Effective writing teachers need to see themselves as writers, therefore, they will practice the skill as a writer so they can in turn, teach these skills to their current/ future students. Teacher candidates will use the writing process (generating ideas, plan, draft, make revisions and edits) while experimenting with various genres and strategies that enhance their writing skills including a 2-page "Saturation Research Paper" described in the course's textbook on pp. 101 and developed from UCI Writing Project (blending research into a historical narrative – http://www.uciwpthinkingtools.com/saturation-research.html and http://www.uciwpthinkingtools.com/uploads/2/7/0/1/27017935/satura	DDM2.I.a, DDM2.I.b, DDM2.I.c Narrative: Name Poem / Stories Narrative / Informational: <u>Saturation Research Paper</u> (pp. 101)	Weekly	55 points Writer's Notebook-20 points Published Writing: Narrative-10 points Informational - 25 points 15%

tion research paper prompt.pdf) along with a literary argument speech to defend their development of their culturally responsive mentor text collection.[C-3] Weekly instructor and peer feedback will focus on both content and on scholarly writing appropriate to the genre (e.g., strategies for integrating supporting evidence such as use of quotations into a response, use of counter arguments, citing resources). It is expected that this feedback will be incorporated in the submissions for subsequent weeks, so that by the end of the course, students will possess strong skills in analytic writing.[C-4]		
F-Building a Culturally Responsive & Inclusive Mentor Text Collection* [C-4 - Writing/Speaking] Teacher candidates will learn the importance of using mentor texts while teaching writing skills. The mentor texts used should be critically chosen to represent the students in the classroom as well as in society. Students will also complete a literary argument writing piece after they analyze and interpret literary text. Building a Culturally Responsive & Inclusive Mentor Text Collection Review the writing standards for your goal / ideal grade level. Review the 6 Traits of Writing rubric. Visit your school library, public library, or local bookstore. Begin reading through the lens of a TEACHER & WRITER. What has this author done well in this type of writing? How did they do it? As you gather books, think about each text, as well as broadly about your collection. • Who is being represented? Who is being included? Who is being left out? • Consider HOW characters are being portrayed - is there stereotyping or bias? • Are there characters with disabilities? How are they being represented? In addition to picture books, consider what other resources are you able to find to support the genre (ex. articles, speeches, etc)? Your final collection should have at least 1 student generated mentor text, and 1	PLO: DDM3.R.a, DDM3.R.b (Part 1 and 2) GLAE2.M.a (Part 3) InTASC: 7n 10h 10j ISTE: 1a NAEYC: 2a, 4c, 6d CEC: 6.3 7.2 ECE: 2j, 2k	Module 12 55 points *Part 1 - 25 points *Part 2 - 30 points 15%

that is your own writing as a teacher mentor. You'll need a minimum total of 9 Mentor Text Resources (3 for each type of writing). You'll need to explore at least 3 different focus points (objectives) for each text. This will provide you with 18 different lesson ideas that you can use in the classroom this semester, or in later teaching!

Part 1: Collection, Analysis & Interpretation (25 points)

"Collecting" books/articles/resources for the purpose of writing instruction that supports these goals,

Organize your collection by the standards:

- Narrative
- Informative
- Opinion / Argumentative

Slides: Your product will include a slide presentation

Part 2: Adding 6-Traits & Standards & Assignment Reflection (30 points)

Step 1: Add 3 different lesson Ideas to each mentor text

- Standard copied with lesson focus bolded/highlighted.
- Objective stated.
- Examples from the text.
- Connection to 6 Trait rubric.

Step 2: Sharing In Class

- On the chosen day by the instructor, share the names of the 6 mentor texts to your group/class. All other students create a slide(s) at the end of their slide deck to add the books presented.
- Add at least one objective for each new book presented. Include the standard or 6 Trait that matches the objective.

Step 3: Assignment Reflection

- Create one last slide at the end of your slide deck.
- Write a reflection on what you learned. **Highlighted areas must be addressed.** Areas to consider are:
 - **What did you learn?**

○ What challenges did you come across while building your collection? What are your recommendations to overcome these challenges? ○ What are your next steps as a reader/writer/teacher candidate? ○ How this collection of texts is culturally sustaining (mirror book vs. window book, and for whom) ○ How this collection effectively models writer's craft ○ How these texts align with/ model exemplar writing to support grade level standards ○ How particular texts are effective resources for diverse perspectives: ■ Representation of diverse characters, topics, authors, etc. ■ Is disability represented in these texts? How?			
	Writing Assignments 183 points/ 365 50% *[C-1] At least 50% of grade should depend on writing*		Total Points 365 points

*Note. * = Common Assessment. These assessments are used for program evaluation or ADE certification purposes and should therefore be "common" (i.e., required) in every version/section of the course (e.g., F2F, Hybrid, Online, different instructors).*

Student Success

To be a successful student in this course, you must:

- check the course daily for announcements and messages or manage Canvas settings to allow email notifications;
- communicate regularly with your instructor and peers;
- create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- complete assignments by the due dates specified; and
- keep copies and backups of all work in process and work submitted.

The instructor in the course reserves the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the [University Academic Success Programs](#) for more information.

Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%

B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 7 days of the assignment due date.

Course Expectations

Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to use the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. Please visit the [Purdue Online Writing Lab \(OWL\)](#) for 7th edition APA Style information.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the [ASU Writing Center](#) in an effort to help students to strengthen this essential professional skill.

Collaborative Work

In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview.

Technology Requirements and Skills

This course requires access to a computer or device with:

- Internet access, preferably with a high-speed connection
- A web browser (For the best experience, use Chrome, Mozilla Firefox, or Safari. Internet Explorer is not recommended.)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office, or the ability to work with Word, Excel, and PowerPoint documents (free through My Apps)
- Required for SYNC courses: Speaker, microphone (optional), and webcam (optional)
- Access to technology to create and upload videos for assessment and feedback
- Access to your ASU email account via [My ASU](#)
- Access to Google Drive via My Drive via [My ASU](#), where you can create and share Google documents, presentations, spreadsheets, and more.

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

Some assignments in this course may include or allow use of Artificial Intelligence (AI), including ChatGPT or related tools for the creation of text, images, computer code, audio, or other media. The instructor will inform you when, where and how you may use these tools, and provide guidance for attribution. Use of

generative AI tools in any other context in this course will be considered a violation of the ASU Academic Integrity Policy, and students may be sanctioned for confirmed, non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss before submitting work.

Technology Backup

It is the student's responsibility to have a backup procedure for accessing/submitting course assignments.

Email

ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to My ASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

Course/Instructor Evaluation

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes for each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be shared with your instructor(s) until after final grades have been submitted.

University/Mary Lou Fulton Teachers College Policies

Academic Integrity/Plagiarism

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

Self-Plagiarism

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Accommodation for Religious Practices

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Attendance and Participation

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected. Attendance and participation points are earned for in-class activities. You must be present in class to earn points for in-class activities. Not communicating with the instructor about absences, and/or missing 3 or more classes will result in ASR (Academic Status Report). Missing more than 4 classes may result in an overall grade deduction.

- 1st – 4th absence: no ability to earn participation points for that course date but no penalty assigned
- 5th absence and all future absences: no ability to earn participation points for that course date and deduction of 5 percent (1/2 of one letter grade) of the total course grade per absence
- Participation points for the course will be equal to approximately 10% of the total course grades split evenly between all course days we meet.
- All assignments still need to be submitted prior to the due date regardless of absence.
- Arriving in class more than 30 minutes late or leaving more than 30 minutes early will be counted as an absence and may also negatively impact your participation points.
- It is your responsibility as the student to obtain any missed information from a peer. If additional help is needed, you are encouraged to contact me for an appointment.

ENGAGEMENT= PARTICIPATION + PREPARATION

An engaged student actively supports and listens to peers in a sustained manner and arrives fully prepared at every session. Among other criteria, a student who is engaged offers contributions in class that reflect exceptional preparation. Their ideas offered are always substantive and challenges are well substantiated and persuasively presented. They consistently work to advance the level and depth of the dialogue and play an active ongoing role in discussions. The group dynamic and level of discussion are consistently better because of the student's presence.

SAILs Flexible Attendance Plan

- Students with a SAILs Flexible Attendance Plan cannot miss more than 20% of the total in-person course, which equates to 6 days. During the allowable absences, the student:
 - When possible and appropriate to the learning, is allowed to Zoom or Facetime into the class. It will be the student's responsibility to work with peers to set up this option.
 - Will inform the instructor if assistance is needed with this task, such as contact information or introductions to peers.
 - Will be excused from in-class assignments and the associated points **or** be provided an opportunity to earn the points without penalty.
 - When possible, will notify the instructor via email by noon on the day of in-person classes if an absence is needed.
- Absences in excess of 20% of the total in-person course, or 6 days, will result in a deduction of 5 percent (1/2 of one letter grade) of the total course grade per absence. However, the student will be excused from in-class assignments and the associated points **or** be provided an opportunity to earn the points without penalty.

Professionalism

It is expected that students exhibit professional behavior inside the classroom, during service-learning experiences, and working with other students outside of class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Academic and Career Success (OACiS) for the development of an Individual Growth Plan (IGP) and/or an SOS.

<https://education.asu.edu/student-life/student-forms-policies>

Please note, a grade of EN (failed, never participated) will be assigned to students who remained enrolled but never participated in an academically-related activity for the duration of the course

Cell Phone Policy

Unless directed by the instructor, cell phones should be put in a student's backpack.

Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Grade Appeals

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://catalog.asu.edu/policies/mlftc>

Handling Disruptive, Threatening, or Violent Individuals on Campus

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Prohibition Against Discrimination, Harassment, and Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the [Applicability](#) section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

Late and Missing Assignments

Assignments, and any other deliverables, are to be **completed and submitted by the designated due date and time (Arizona time)**. See “Extenuating Circumstances” below for possible exceptions.

- Students should submit all assignments as indicated in the assignment directions.
- If a student misses a class, it is the student's responsibility to adhere to the assignment submission deadlines as stated in the syllabus.
- Students should verify the work they submit to the gradebook by going into Submission Details in the course gradebook. If students submit an improper item, they should submit the correct document - the instructor will be prompted to grade the most recent submission.
- **Late Policy:** Late assignments will be accepted with a 10% percent late penalty for each day late up to 5 days after the due date.
- **If an exception is needed for this policy, you MUST communicate by email to your instructor requesting an extension PRIOR to the due date.**
- **Assignments will not be accepted after the last day of class. If you have questions, please ask your instructor.**
- In the event of an unexpected technology failure (e.g., ASU server outage) that prevents students from submitting work on time through the course site, students should email assignment(s) to their assigned instructor by the assignment submission deadline to document an on-time submission. Once the failure is restored, students are expected to submit assignments through the course site so their instructor can grade it.

Extenuating Circumstances

On rare occasions, circumstances may necessitate flexibility in submission deadlines.

- If you have an upcoming, planned event that you know will limit your ability to participate in coursework, you are encouraged to work ahead in the course. Please contact your instructor if upcoming course materials are not available in time for you to address this need proactively.

- Should an unforeseen emergency arise that demands your attention (e.g., illness, car accident, natural disaster), tend to your health and safety as a priority. As soon as you are able, **email your instructor to discuss extending deadlines.**

Regardless of the circumstance, **timely communication is essential.** When communicating about a missed deadline it will be helpful to share: 1) title of the assignment, 2) rationale for the extension request, and 3) a feasible plan for completing the work at the earliest possible date (within 5 days or sooner). If a longer extension is needed, additional documentation may be needed.

NOTE: It may not be possible to extend the deadline for collaborative work, (e.g., group projects, discussions) since collaboration with classmates is not feasible outside the assigned date range.

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU’s policy on [Military Activation of Students](#).

Missing Classes Due to University-Sanctioned Activities

[Students](#) who participate in university-sanctioned activities that require classes to be missed shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU’s policy on [Missed Classes Due to University-Sanctioned Activities](#).

Student Conduct and Professional Behavior

Professional behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements, internships and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, **the instructor may submit a Supporting Our Students (SOS) [Form](#)** on behalf of the student or to the ASU Dean of Students if necessary.

If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-life/student-forms-policies>

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

University and College Services

Mary Lou Fulton Teachers College is invested in the holistic success of students. Students who need help or have concerns about themselves or a peer should complete a Supporting our Students (SOS) form: https://asuacademicaffairs-advocate.symplicity.com/care_report/index.php/pid406964. MLFTC provides academic support and tutoring, job-seeking resources, financial assistance, wellness coaching, and support with student concerns.

[ASU Office of Diversity, Equity and Inclusion](#) and the [Office of Inclusive Excellence](#) is dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.

Educational Outreach and Student Services

ASU Educational Outreach and Student Services (EOSS) is committed to continuing to support all current and future students to create an optimal environment for learning and provide timely and responsive service to all Sun Devils. The following support services are available.

- [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern
- [ASU Health Services](#) is dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate
- [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) provides guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

Student Accessibility and Inclusive Learning Services

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group, also check the [SI schedule](#).

Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information on tutoring see <https://tutoring.asu.edu/tutoring>

Technology Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

- **Student Purchases:** Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>
- **ASU Campus Classroom Connectivity:** In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.
- **Hardware and Software Support:** ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

Academic Coaching

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

Tutoring

Tutoring is available for **all** students on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis, Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>. Math and Statistics tutoring is only available for undergraduate students. Graduate student support is Online via zoom, <https://tutoring.asu.edu/student-services/graduate> [MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: https://calendly.com/math_mentor_pax . Questions about math mentoring can be directed to the Academic Coach, Lauren Lee: lauren.lee.1@asu.edu

Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers>.

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.