EDUC7549 Teaching Arguments and Procedure K-8
2019-2020 Schedule
Course Facilitators

<table>
<thead>
<tr>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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<td>7549 Jan 14-Feb 11</td>
<td>Maria Brisk 7549 Oct 15-Nov 12 Elizabeth MacDonald 7549 8/6-8/27 Tracy Hodgson-Drysdale</td>
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Withdrawal deadline from any section of EDUC7549 Teaching Arguments and Procedure is a week after the course starts. Withdrawals after this date will not be refunded nor credited.

Facilitators’ Contact Information

Maria Estela Brisk
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Elizabeth MacDonald
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Tracy Hodgson-Drysdale
drysdalt@gmail.com

Live sessions are ONLINE using Zoom (Please download the program at the beginning of the semester. See instructions in http://bit.ly/zoomhelpBC You don’t need to become a member because the facilitator will start the call.

Course Goals and Objectives

Goals: to learn theory, practice, and children’s development in connection to writing academic English.

Objectives:
(a) To become familiar with the genres of writing and their features of text structure and language in various content areas.
(b) To learn how to analyze student’s written work in all aspects of text structure and language.
(c) To be able to use the various aspects of the Teaching and Learning Cycle.
(d) To connect class content with the MA Frameworks (based on Common Core State Standards).
(e) To be able to assess students’ needs and plan units of writing based on those needs.
(f) To incorporate special features of teaching and learning the genres in Spanish.

SEI requirement: This course covers the following SEI standard: “The basic structure and functions of language.”

Required Readings


Course Schedule

<table>
<thead>
<tr>
<th>First day</th>
<th>Live ONLINE Introductory Session</th>
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<tr>
<td>Tuesday 7:30 pm</td>
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Modules run from Wednesday – through Tuesday. They close with the Live ONLINE session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>About the Course Module</td>
<td>A.6 Discussion: Participants Introductions</td>
<td>Consult Canvas</td>
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<td>Self-paced activities:</td>
<td>A.4 Ungraded Practice Assignment</td>
<td>By Sunday</td>
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<td>- Introduction</td>
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<td>- Schedule</td>
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<td>- Major project description</td>
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<td>- Grading system</td>
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<td>- Technology, policies and resources</td>
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<td>- How to Teach</td>
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<tr>
<td>Module 1</td>
<td>Purpose of Procedures and Arguments</td>
<td>A.9 Procedure or Argument Unit Proposal</td>
<td>Consult Canvas</td>
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<td>Self-paced activities:</td>
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<td>- Purpose and what to teach at different</td>
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<td>- Mentor texts</td>
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<td>- Teaching arguments through oral activities</td>
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<td>and games</td>
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<td>M1.3 Discussion: Topics of Arguments and</td>
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<td>Consult Canvas</td>
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<td>Procedures</td>
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## Week 2
### Module 2 Stages of Arguments and Procedures

**Self-paced activities:**
- Teaching Stages of Procedures
- Teaching Stages of Arguments
- Teaching how to write paragraphs

**Reading:** Brisk, 2015, chapters 4 & 8, Stages

### Live Session Tuesday 7:30 pm EST

**M2.5** How to do research to find evidence

**M2.6** Propose Lessons on Content, purpose, and stages for Argument OR Procedures

Consult Canvas By Sunday

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## Week 3
### Module 3 Teaching Language

**Self-paced activities:**
- Language needed to be precise
- Language to create voice

**Reading:** Brisk, 2015, chapters 4 and 8 sections on language.

### Live Session Tuesday 7:30 pm EST

**M3.4** Discussion: Brisk et al.(2016)

**M3.5** Create a full lesson plan

Consult Canvas By Sunday

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## Week 4
### Module 4 Teaching Language (cont.)

**Self-paced activities:**
- Joint and peer revision
- Analysis of student work demonstration
- How to weave language instruction through a unit

**M4.4** Analysis of student work

**M4.6** Insert lessons on language and edit whole unit

Consult Canvas By Saturday after the end of the course

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**One week after the end of the course**

**For participants taking the course for graduate credit ONLY**

**M4.9** Final revised unit done individually
Lynch School of Education Themes

Programs in Teacher Education at Boston College have five unifying themes. Although no single course in teacher education addresses all the themes in depth, each Teacher Candidate will have explored and reflected on all the themes prior to and during the full practicum. The Department of Elementary & Secondary Education (ESE) Professional Standards for Teachers as well as the Boston College themes are aligned to all practicum requirements and to the BC-Candidate Assessment of Performance (BC-CAP).

1. The 5 unifying themes are:

Promoting social justice: At B.C. we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

Constructing knowledge: At B.C. we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

Inquiring into practice: At B.C. the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

Meeting the needs of diverse learners: At B.C. we believe that one of the central challenges of teaching is meeting the needs of all learners; especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

Collaborating with others: At B.C. prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

2. The Massachusetts Department of Elementary & Secondary Education (ESE) Professional Standards for Teachers (PST):

Effective January 2014, ESE identified the following Four Professional Standards for Teachers. All course work and field experiences are aligned to the PSTs in ways that are developmentally appropriate in terms of introduction to, practice with, and demonstration of each Standard and performance indicator. Standards 5 and 6 have been added, with ESE approval, to reflect B.C. themes and mission and are essential components of the BC-CAP during the full practicum experience.

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

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

3. Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

4. Professional Culture

5. Demonstrates an Inquiry Stance in a Daily Practice


Full descriptions of the PSTs and effectiveness indicators are available at: http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08