EDUC7549 Teaching Argument and Procedure Writing to K-8 Students

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

**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.

**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>
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<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>First day</td>
<td>Live ONLINE Introductory Session</td>
<td></td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>7:30 pm</td>
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<tr>
<td>Modules</td>
<td>run from Wednesday – through Tuesday. They close with the Live ONLINE session.</td>
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### Week 1

**About the Course Module**

*Self-paced activities:*
- Introduction
- Schedule
- Major project description
- Grading system
- Technology, policies and resources
- How to Teach

**Assignments**
- A.6 Discussion: Participants Introductions
- A.4 Ungraded Practice Assignment
- A.9 Procedure or Argument Unit Proposal

### Module 1 Purpose of Procedures and Arguments

*Self-paced activities:*
- Purpose and what to teach at different grade levels
- Mentor texts

**Assignments**
- M1.3 Discussion: Topics of Arguments and Procedures

**Due Date**
- Consult Canvas
- By Sunday
- Consult Canvas
- Teaching arguments through oral activities and games  
**Reading:** Brisk, 2015, chapters 4 & 8. Introduction, purposes.

| 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 |
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<td></td>
<td><strong>M2.5</strong> How to do research to find evidence</td>
<td><strong>Consult</strong></td>
<td><strong>Canvas</strong> By Sunday</td>
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<td><strong>M2.6</strong> Propose Lessons on Content, purpose, and stages for Argument OR Procedures</td>
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**Live Session Tuesday 7:30 pm EST**

| 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. |
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<td><strong>M3.4</strong> Discussion: Brisk et al.(2016)</td>
<td><strong>Consult</strong></td>
<td><strong>Canvas</strong> By Sunday</td>
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<td><strong>M3.5</strong> Create a full lesson plan</td>
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**Live Session Tuesday 7:30 pm EST**

| 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 |
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<tr>
<td></td>
<td><strong>M4.4</strong> Analysis of student work</td>
<td><strong>Consult</strong></td>
<td><strong>Canvas</strong> By Saturday after the end of the course</td>
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<td><strong>M4.6</strong> Insert lessons on language and edit whole unit</td>
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**Live Session Tuesday 7:30 pm EST**

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<th>One week after the end of the course</th>
<th>For participants taking the course for graduate credit ONLY</th>
<th><strong>M4.9</strong> Final revised unit done individually</th>
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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