



**Calumet College
of St. Joseph**

**MTI 552: The New Art and Science of Teaching Writing: 100
Instructional Strategies For K-12 Students**

ONLINE INSTRUCTOR-LED COURSE FOR CALUMET COLLEGE OF ST. JOSEPH

MTI Contact Information:	
Instructor Name	Nick Pezzuto
Instructor Email	npezzuto@midwestteachersinstitute.org
Instructor	<p>Mr. Pezzuto has an M.Ed degree in Administrative Leadership from Olivet Nazarene University and a Masters of Arts in Teaching from Calumet College of St. Joseph. Mr. Pezzuto is an Administrator in Illinois currently serving as the Director of a STEM Magnet Academy. He has held numerous positions in education such as adjunct professor, curriculum developer, instructional designer and assisted the Calumet College NCATE accreditation committee in 2009. His graduate level research, vocation and experience focused on motivation, effective classroom management, differentiation, and teacher leadership. Mr. Pezzuto has extensive training in facilitating PLC's, CRISS strategies and Ruby Payne's models for education and poverty.</p>
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Course Information	
<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 45 hours of instructional time is devoted to this course.</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, not CCSJ, for this course.</p>

	<p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p>Required Books and Materials</p>	<p>Textbook-<i>The New Art and Science of Teaching Writing</i>. Glass, K., Marzano, R. Solution Tree Press. Bloomington, IN. ISBN#: 978-1-945349-36-2</p>
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● Explore in depth research-based writing-specific classroom strategies. InTASC 1,2,6 ● Gain writing-specific classroom strategies that foster specific student learning outcomes. InRASC 2,3,4,8 ● Fine-tune writing curriculum to ensure student success. InTASC4,6,7,8 ● Find tools, templates, and abundant examples to guide implementation. InTASC 4,5,6,7,8 ● Reflect on current practice, assess performance, and measure progress. InTASC 1,6,7 	
<p>Course Description: This course offers research-based instructional strategies and assessments for educators to be effective teachers of writing. The course text explores more than 100 instructional strategies across grade levels and subject areas for writing, as well as some reading instruction. Teachers will understand which instructional strategies are best suited to teaching writing skills, and gain specific examples for implementing these strategies. They will learn how to utilize general and specific strategies to improve the learning environment of the classroom and obtain desired student learning outcomes for writing. The course will help in fine-tuning writing curriculum to achieve student success by developing and assessing writing skills with the book’s instructional techniques. Throughout the course, teachers will examine samples of writing rubrics, proficiency scales, and checklists, and learn effective teaching methods to use them as assessment and instructional tools. Educators will learn how to utilize an advance organizer as a quick reference of all strategies to assist in designing writing curriculum and planning lessons. Lastly, the course text gives access to download free reproducible activities, rubrics for assessing student writing, writing assessment examples, writing checklists, and more for classroom use.</p>	
<p>Learning Strategies: Professional literature analysis, personal reflection, project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	8 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	8 hours
Application assignments (45 points each)	135 points	10 hours
Research project (planning, researching, and formulating)	100 points	9 hours
Final evaluation essay	100 points	10 hours
Total	470 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i> If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Answer and Discuss Rubric -5 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric-10 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Action Research Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)

Review of Literature ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/Findings are Described ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Methods and Procedures ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a	Response is mostly clear, concise, and well organized. Thoughts are presented in a	Response is somewhat unclear and/or disorganized. Some thoughts are presented	Response is mostly unclear and/or disorganized. Many thoughts are presented

	coherent and logical manner.	coherent and logical manner.	in a coherent and logical manner.	in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1

- Syllabi/Assignment Review
- Read Part I: Feedback (*Chapters 1 & 2*) in your textbook.
- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 2

- Read Chapters 3 (*Conducting Direct Instruction Lessons*) and 4 (*Conducting Practicing and Deepening Lessons*) in your textbook.
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Chapters 3 & 4 discuss *Direct Instruction Lessons* and *Practicing and Deepening Lessons*. Choose one of the 6 elements discussed and incorporate one of its strategies in your own classroom.

- EXAMPLE:
 - Direct Instruction Lesson
 - Element 7-Processing Content
 - Strategy-Perspective and Thinking Hats

Attach the lesson plan for the strategy, along with a 1-2 page reflection of the process and results.

Week 3

- Read Chapter 5 (*Conducting Knowledge Application Lessons*) in your textbook.
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.

- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Chapter 5 discusses three “strategies associated with engaging students in cognitively complex tasks:” experimental-inquiry tasks, decision-making tasks, and student-designed tasks. Choose one task for your students to complete. Explain the process and results in 2-3 pages.

Week 4

- Read Chapter 6 (*Using Strategies That Appear in All Types of Lessons*) in your textbook.
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Research the biggest challenges in teaching writing. Utilize at least two articles in your paper. Explain how Marzano’s ideas/ strategies will combat these challenges.

- 3-5 pages, double-spaced, 12 point font, APA.

Include proper in-text citations.

Week 5

- Read Chapters 7 (*Using Engagement Strategies*), 8 (*Implementing Rules and Procedures and Building Relationships*), and 9 (*Developing Expertise*) in your textbook
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

In essence, we are all teachers of writing, regardless of our teaching specialty (Math, Science, ELA, Social Studies, etc.). Evaluating the ideas Marzano has presented in the text, explain to your colleagues (of all subject-areas) ways in which these ideas and strategies would benefit teachers and students. 3-5 pages.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge,

dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.