



LAE 6317

**Teaching Composition in Elem Classroom: Research into
Practice**

53404 900

Summer 2026

Instructor Name

Susan V. Bennett, Ph.D.

University Course Description

Identify traits of children?s written, visual, and media-based products, assess & support children?s developmental progression of writing processes or strategies, & demonstrate instructional strategies for teaching multimodal composing.

Course Prerequisites

Prerequisite(s):

(LAE 6427 Minimum Grade: C)

Corequisite(s):

Course Format

This course is a synchronous online course; we will meet weekly. This course applies a community perspective to writing instruction through interactive discussions, hands-on writing activities, writing assessment practice, and multimodal text exploration. In this course, you will develop your knowledge

of writing development and effective writing instruction, your pedagogy as a writing teacher, and engagement within a community of writing educators. Modules will include all the reading materials, assignments, and necessary information you need for you to be successful.

Student Learning Outcomes

- a. Demonstrate knowledge of language to foster learning environments that support coherent, relevant, standards-aligned, and differentiated instruction to engage learners in English Language Arts. (Florida Reading Competencies: 1E6, 1E7, 1G4, 1E8)
- b. Create information-rich environments that support vocabulary development, oral language, and disciplinary knowledge. (Florida Reading Competencies: 1A3, 1E1, 1E4, 1E6, 1F8, 2A2, 2A3, 2A7, 2E1, 2E3, 2E4, 2G4)
- c. Design, adapt, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating language arts program based on all learners' linguistic abilities. (Florida Reading Competencies: 1E6, 1G5, 2F5, 2G4)
- d. Critique and interpret a wide variety of genres (e.g., informational, narrative, argumentation) and text types (e.g., print, multi-genre, multimodal) across communication spaces (e.g., cyber, theater, games) to determine support for developing reading, composing, and oral language processes. (Florida Reading Competencies: 1A2, 1A3, 1A5, 1A7, 1E7, 1F1, 1F3, 1F4, 1F7, 1G4, 1G5, 1E5, 2A2, 2A5, 2E5, 2F1, 2F8, 2G5)
- e. Develop proficiency in utilizing technology and digital tools to create, manage, and analyze multimedia texts for disciplinary purposes and to facilitate global communication and understanding. (Florida Reading Competencies: 1F4, 1F8, 1G5, 2E5)
- f. Demonstrate creative problem-solving skills and model effective oral and written communication skills while critically evaluating and creating texts to strengthen independent thought, critical media literacies, and engagement with a variety of perspectives. (Florida Reading Competencies: 1F3, 1F9, 1G4, 2F7, 2F9, 2G3)

Course Objectives

- **Model effective language-based instructional practices** that support coherent, relevant, standards-aligned, and differentiated English Language Arts instruction.
- **Develop information-rich instructional environments** that intentionally foster vocabulary development, oral language, and disciplinary knowledge.

- **Guide students in the design, adaptation, and evaluation of instructional approaches and materials** that promote a coherent, integrated, and motivating language arts program for learners with diverse linguistic abilities.
- **Engage students in the critical examination of multiple genres, text types, and communication spaces** to explore how texts support the development of reading, writing, speaking, and listening processes.
- **Integrate the purposeful use of technology and digital tools throughout instruction** to model the creation, management, and analysis of multimedia texts for disciplinary and global communication.
- **Provide structured opportunities for collaboration, creative problem solving, and reflection** that model effective oral and written communication and promote critical media literacy and engagement with diverse perspectives.

Required Texts and/or Readings and Course Materials

- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook*. 3rd Edition. CORE.
- Schneider, J.J. (2016) *The Inside Outside and Upside Downs of Children's Literature*. http://scholarcommons.usf.edu/childrens_lit_textbook/
- Walther, Maria P. *The ramped-up read aloud: What to notice as you turn the page*, Corwin Press, 2018. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6261947#>
- Other articles, links, and texts available for free in weekly Canvas modules.

How to Succeed in this Course

Teacher preparation courses require students to be self-motivated, conscientious, diligent, and ethical. Literacy methods courses also require students to be excellent readers, digital navigators, and communicators. Successful students possess the following dispositions and traits:

Successful teacher candidates read across multimodal sources, and they are proactive learners.

- Critical reader and thinker; Curious; Ask questions; Self-motivate; Enthusiastic; Conscientious; Persistent; Diligent; Ethical

Successful teacher candidates know how to navigate digital tools.

- Create and upload video; Take and upload photos; Scan and upload images; Participate in online discussions; Post assignments; Navigate the Learning Management System tools

Successful teacher candidates demonstrate the following skills and dispositions.

- Informed and open-minded; Responsible; Knowledgeable of how actions affect both individuals, families, and communities; Creative and solution-oriented while addressing the most pressing and enduring classroom issues; Collaborative and flexible; Able to evaluate and apply diverse perspectives to complex subjects

Successful teacher candidates demonstrate professionalism.

- Works in a timely, proactive manner; Follows directions carefully; Works autonomously; Works collaboratively; Demonstrates integrity; Demonstrates leadership

Successful writing teachers are writing influencers.

- Read research and professional texts; Curate collections of professional materials and textbooks; Ask questions; Develop a writing habit; Read and respond to feedback; Collect writing materials, pencils, and paraphernalia; Build a love of books as inspiration for writing!

Grading Scale

I. Grading Scale

This table provides grade ranges based on percentages.

Grading Scale		
Percentage	Letter Grade	
97-100	A+	
94-96	A	
92 – 93	A-	
90 – 91	B+	
85 – 89	B	
82 – 84	B-	

Grading Scale		
80 – 81	C+	
75 – 79	C	
72 – 74	C-	
70 – 71	D+	
65 – 69	D	
62 – 64	D-	
0 – 61	F	

Plus/Minus Grading: A minimum grade of C- is required.

Grade Categories and Weights

Grade Categories and Weights

<u>Assignment</u>	<u>Percent of Final Grade</u>
Read-Aloud Demonstrations & Lesson Plan*	20%
Mentor Text Library *	20%
Creative Composition & Presentation*	15%
Final Key Vocabulary Quiz*	15%
Multimodal Reading Responses	15%
Participation/In-Class Assignments	15%
	100%

Course Schedule

Course Schedule

Our course schedule may change over the semester. Below is a tentative plan. Please refer to the **Course Schedule on Canvas** for the most current information on due dates and class meetings.

Course Schedule

This table provides detailed information on assignments for each week.

Week/Date	Course Topics	Required Readings	Assignments Due
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Week 1 6/30	Introduction to Literacy & Writing Communities	• Graham & Harris (2016): A Path to Better Writing • Graham (2022): Creating a Classroom Vision for Teaching Writing • Pennington et al. (2024): Translanguaging with Digital, Collaborative Writing	• Multimodal Reading Response
Week 2 7/7	Writing Development	• Honig – Chapter 4: Letter Knowledge • Philippakos & Secora (2023): Oral Language & Writing • Sanchez (2024). Engaging Kindergarten Writers Through Play Experiences • Philippakos (2018). Using a Task Analysis Process for Reading & Writing Assignments	• Mentor Text Library Draft

Week 3 7/14	Supporting Composition with Texts & Read-Alouds	• Schneider – Chapter 3: Got Books? • <i>Ramped Up Read Aloud</i> – Chapter 5: Build Foundational and Language Skills • <i>Ramped Up Read Aloud: Introduction</i> • Pratt & Hodges (2024). Building Mental Models of Writers	• Multimodal Reading Response • In-Class Read-Aloud Demonstration*
Week 4 7/21	Composing with Words & Ideas	• Honig – Chapter 11: Specific Word Instruction • Honig – Chapter 13: Word Consciousness • Gregory (2008) “Creating a Classroom Library.” Reading Rockets. • Minero (2021). “How to Create a Digital Library that Kids Eat Up.” Edutopia.	• Creative Composition Draft • In-Class Read-Aloud Demonstration* • Read-Aloud Lesson Plan*

Week 5 7/28	Disciplinary Texts for Composition	• Honig – Chapter 14: Literary Text Comprehension • Honig – Chapter 15: Informational Text Comprehension • Colwell (2019). Selecting Texts for Disciplinary Literacy Instruction.	• Multimodal Reading Response • Mentor Text Library*
Week 6 8/4	Teacher as Writer Creative Compositions		• Final Key Vocabulary Quiz* • Creative Composition & Presentation*

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject.

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Grade Dissemination

Written assignments will be submitted through Canvas, and you can access your scores at any time using "Grades" in Canvas.

Participation/In-Class Assignments (15%) & Attendance Policies:

Throughout the course, you will engage in variety of activities and mini assignments that will occur in and out of class. These activities focus on professional development and the demonstration of teaching competencies that support students' writing development. **ENGAGED AND THOUGHTFUL PARTICIPATION is REQUIRED** to demonstrate understanding of competencies for teaching elementary composition.

Attendance is MANDATORY. Promptness is expected and required. There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, car trouble, etc.). If you miss class, arrive late, or leave early, I will assume that your reasons are legitimate. Consistent and complete attendance is necessary to learn all the information covered in the course and to observe modeled instructional strategies. The following course attendance policies are in effect:

- **ABSENCES: More than one absence (for any reason) will lower your course grade by 10%** because you will miss classroom activities and modeled instructional strategies.

- **TARDY/LEAVE EARLY:** More than two tardies/leave earlys (total) (for any reason) will lower your course grade by 5% because you will miss demonstrations, class activities, and/or reading strategies. Any tardy or early departure over 30 minutes is considered an absence.
- **ASSIGNMENT SUBMISSIONS:** All of your work, including online assignments, must be submitted by the due date, unless the professor agrees on an alternative date. **Each late assignment** (for any reason) **will lower your assignment grade by 10% each day late.** IF you must turn in a late assignment, you will need to contact me prior to the scheduled deadline to request an extension. Late penalties are automatically deducted in Canvas.
- **PROFESSIONALISM:** Each time you demonstrate a lack of participation or lack of preparation for class (for any reason) your grade will be lowered by 5%. This includes, but is not limited to, checking email, texting, searching the Internet, unrelated talking, phone calls, sleeping, etc. During any field experience, a lack of professionalism, participation, and/or preparation will lower your course grade by 20%.

FERPA

Course assignments have been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected, and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor.”**

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course will use USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Phone Usage:

Please use your laptop for academic purposes relevant to this course. Other uses of laptops, tablets, or phones for purposes not relevant to this course is considered a lack of professionalism.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system integrated into Canvas which instructors may use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)