



ELEVATE Science of Writing Academy Graduate Teacher Education Course

ED 500

Catalog Description: ED 500: Professional development for teachers. Each has a subtitle describing the specific content. Does not count for M.Ed. credit.

Course Title: **ELEVATE Science of Writing Academy Graduate Teacher Education Course**

Credit Hours: This two-credit ED 500 Course uses a hybrid synchronous/asynchronous online format and will require a total of 30 hours of student effort as shown in the Course Requirements section of this syllabus.

Course Format: This fully online course requires students to view a minimum of 20 hours of asynchronous course sessions, participate in 6 synchronous sessions of student choice (offered Sunday of every week 8 to 9pm ET), and complete a final course project which demonstrates student understanding of course content and ability to apply learned strategies in evidence-based lesson planning in order to improve their primary writing instruction and increase student writing proficiency between January 13, 2025 and August 31st, 2025.

Instructor Name & Contact Information:

Professor Holly Ehle .

Email: holly@elevateyourclassroom.com

Course Description: The **ELEVATE Academy Science of Writing Course** empowers educators with the knowledge and tools to transform writing instruction for PreK-2nd grade students. Grounded in the latest research on how the brain learns to write, this comprehensive course offers a deep dive into evidence-based practices that align with the Science of Writing (SOW).

Participants will explore a range of video modules designed to build foundational and advanced writing instruction skills, including oral language development, handwriting, spelling, syntax, sentence and text structure, and writer's craft. The course addresses common pitfalls, such as the ineffectiveness of traditional Writer's Workshop models, and equips educators with systematic and explicit strategies to teach writing effectively.

Educators will gain access to a master scope and sequence of writing skills, practical classroom activities, and planning tools to design a yearlong, standards-aligned writing curriculum. With an emphasis on balancing transcription and composition skills to reduce cognitive load, this course provides actionable

techniques to make writing instruction more efficient, engaging, and impactful. Educators will also participate in a minimum of six synchronous online meetings where active discussion and participation is expected.

By the end of the course, participants will be equipped with the skills, strategies, and confidence to teach writing in a way that supports every student's journey toward becoming a proficient and enthusiastic writer.

Required Text(s) and Other Materials: Session handouts and materials are all provided as online downloads located on the ELEVATE Your Classroom app and webpage.

Course Objectives:

By the end of this course, learners will be able to:

- Recall key principles of the Science of Writing (SOW) and the neurological processes involved in developing writing proficiency in young learners.
- Identify evidence-based instructional strategies for teaching foundational writing skills, including oral language development, handwriting, spelling, and grammar.
- Explain why traditional Writer's Workshop methods are ineffective for primary learners, supported by research on cognitive load and brain development.
- Interpret and summarize the components of a master scope and sequence for teaching writing.
- Compare and contrast evidence-based writing instruction strategies with traditional approaches.
- Implement evidence-based practices for developing transcription and composition skills in lesson plans.
- Design activities that integrate oral language development, syntax, and grammar instruction into daily writing routines.
- Analyze the components of effective writing instruction by breaking down the elements of the writing process and assessing their impact on student outcomes.
- Differentiate between instructional strategies that target transcription skills versus composition skills and determine when to use each.
- Assess the alignment of lesson plans with cognitive load theory and the balance of transcription and composition skills.
- Develop a comprehensive weeklong evidence-based lesson plan or unit overview that integrates course concepts to improve primary writing instruction.
- Synthesize knowledge from course modules to produce a final project demonstrating mastery of SOW-aligned instruction in a chosen format (e.g., written paper, presentation, or multimedia artifact).

These objectives ensure that learners progress through all levels of Bloom's Taxonomy, culminating in the creation of actionable strategies to enhance writing instruction.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2

7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Requirement	Grade	Student Effort (hours)
Watching Assigned Course Modules	“Meets Expectations”	20
Participating in Six Synchronous Sunday SOW LIVE Sessions	“Meets Expectations”	5
Final Project (with all required elements) Submitted by Due Date (see below) - Spring Session Due Date: May 13th at 11:59 pm ET - Summer Session Due Date: September 13th at 11:59 pm ET - Fall Session Due Date: December 28th at 11:59 p m ET	“Meets Expectations”	10
Total	“Meets Expectations” in all areas = PASS Grade	35 hours

Course Assignments:

Science of Writing Course Modules

You must watch all ELEVATE Science of Writing Course Modules on the ELEVATE app platform. When you have completed all sessions, you will receive a certificate of module completion. You will need to attach a copy of that certificate to the email you send that includes your course assignments.

Participation Synchronous LIVE Sessions

During the course, you are required to participate in six ELEVATE Science of Writing Academy LIVE sessions (hosted every Sunday at 9pm ET on the ELEVATE SOW Facebook Group Page). Document which dates you attend the LIVE sessions and list them in your email that includes your course assignments.

Final Project: Science of Writing Application

The final project is your opportunity to demonstrate mastery of the content covered in the ELEVATE Academy Science of Writing Course and showcase your ability to apply evidence-based strategies in a meaningful way. Through this project, you will create a weeklong lesson plan or unit overview that reflects your understanding of the Science of Writing principles and your ability to implement them effectively in your classroom. The final project can take the form of a 3–5-page paper or a multimedia presentation (e.g., slideshow, video, or other approved formats).

By completing this project, you will:

1. Synthesize course concepts, including transcription and composition skills, cognitive load theory, and the writing process, into a cohesive teaching plan.
2. Demonstrate your ability to develop a weeklong writing lesson plan or unit overview aligned with evidence-based practices.
3. Reflect on the impact of incorporating Science of Writing principles in your classroom to improve student writing proficiency.

Final Project Instructions

Step 1: Select Your Format and Complete Project

Choose how you want to present your final project. You may create:

- A 3–5-page written paper (written in APA format with 12 point font, double spaced) highlighting five science of writing aligned instructional practices and/or strategies that you learned from this course. You must also describe a lesson or give an activity example of how you would implement each of these five practices/strategies in a pre-k or elementary classroom. Discussing the integration of transcription and composition skills and how to balance cognitive load when doing so during writing instruction is a requirement.
- A weeklong, comprehensive series of lesson plans, which details the writing lessons you plan to teach throughout one week. These plans must include at least five science of writing aligned instructional practices and/or strategies that you learned from this course. Target PreK-2nd grade students with

developmentally appropriate activities and use examples or mentor texts where necessary to model writing skills. These plans must be detailed with step by step directions for each activity and include activity objectives and standards taught. Include differentiated strategies for diverse learners when applicable. Your lesson plan unit must include:

- A brief introduction explaining your focus and rationale for the lesson/unit.
 - A scope and sequence for the week, identifying which Science of Writing concepts are taught each day.
 - Clear daily objectives and activities that demonstrate alignment with evidence-based practices.
 - Integration of transcription and composition skills to promote writing proficiency.
 - Reflection on how your plan supports student growth and engagement.
- A multimedia presentation, such as a slideshow, video, or other format, highlighting five science of writing aligned instructional practices and/or strategies that you learned from this course. You must also describe a lesson or give an activity example of how you would implement these five practices/strategies in a pre-k or elementary classroom. Discussing the integration of transcription and composition skills and how to balance cognitive load when doing so during writing instruction is a requirement.
 - Suggestions...
 - Include strategies from course modules (e.g., oral language development, handwriting, spelling, grammar, syntax, sentence structure, and text structure).
 - Incorporate daily writing activities that balance transcription and composition skills.
 - Address principles of cognitive load theory to ensure accessibility for students.

Step 2: Submit Your Project and Course Assignments

When your final project is complete, you must submit it, along with your other course assignments to Professor Holly Ehle VIA EMAIL (holly@elevateyourclassroom.com). The following items must be submitted together in the same email to meet course requirements:

1. After you have completed all ELEVATE Science of Writing Academy video modules (located on the ELEVATE app), you will receive a certificate of completion. You need to save the certificate as a PDF and attach it to the email you send with your course submissions.
2. During the course, you are required to participate in a minimum of six ELEVATE Science of Writing LIVE sessions (scheduled every Sunday at 8pm ET). These LIVE sessions are hosted on the ELEVATE Science of Writing Group Page you received an invitation to when you joined the SOW Academy. When you send your course assignment email, you must list the dates of the six LIVE sessions you participated in.
3. Attach your final project (or a link to access it) to the email. See above for project requirements.

Note: After your submission has been graded, you will receive a return email confirming that your submissions have met course requirements (or if you have not, you will be informed of that, as well). Please allow 1 to 2 weeks for this confirmation.

Attendance/Participation:

Course participants are expected to:

- View all provided video modules, upon which they will receive a certificate of completion (via ELEVATE).
- Attend and participate in SIX Science of Writing Academy “LIVE” sessions (offered Sunday evenings at 8-9pm ET.)
- Complete and submit a final project, as detailed in this syllabus.

Term Dates:

Enrollment periods will appear on the student transcript. Thus, enroll in the term that you wish to see on your transcript. Term dates are as follows for each year.

Spring- January 2nd-May 15th

Summer- May 16th-September 15th

Fall – September 16th -December 31st

Grading:

This course is graded as Pass/Fail. Students must complete the course requirements by the due dates indicated on this syllabus and earn a “Meets Expectations” grade on all assignments in order to receive a passing grade (PASS).

Rubrics:

The final project rubric can be found below.

Incorporation of New Content	Meets: The submitted paper/ weekly lesson plan/presentation demonstrates a clear integration of new learning, incorporating relevant concepts, information, or skills clearly acquired from SOW sessions. The paper/project is a minimum of 3-5 page length and clearly highlights 5 science of writing/evidence-based instructional elements/strategies you have learned about in this course.	Does Not Meet: The submitted paper/lesson plan does not clearly show evidence of integrating new learning from SOW modules; it appears to rely on previously acquired knowledge and is not grounded in evidence-based practice. The paper/project lacks detail, is less than 3 pages in length, and fails to highlight 5 new science of writing aligned elements/strategies.
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Clear Explanation and Context	Meets: The submitted paper/ weekly lesson plan/presentation includes a clear explanation of how the 5 or more new SOW elements/ strategies you highlighted are “brought to life” or carried out in the classroom by the teacher, for the students.	Does Not Meet: The submitted paper/lesson plan/project lacks a clear explanation of the relevance of new SOW strategies, leaving students and educators uncertain about their purpose.
Integration of Pedagogical Strategies to Address Diverse Learners	Meets: The submitted paper/lesson plan/project incorporates appropriate pedagogical strategies to effectively teach the new content, and includes support for diverse learning styles and needs.	Does Not Meet: The submitted paper/lesson plan/project does not demonstrate the use of effective pedagogical strategies to teach the new content, potentially hindering student understanding.
Clarity and Organization	Meets: The submitted paper/lesson plan/project is well-organized and clearly outlines the key instructional strategies learned regarding SOW instruction. It lists the sequence of planned activities, making it easy for both educators and students to understand	Does Not Meet: The submitted paper/lesson plan/project lacks clarity and organization, making it challenging for educators and students to understand the flow of what is being shared.

Comments:

Total Score: ___ / 4 (Must obtain 4 “Meets” to receive Pass grade.

Late Work:

An assignment is late if it is not turned in via email to Professor Ehle (holly@ElevateYourClassroom.com) by the correct date and time established on this syllabus. All assignments should be turned in by the due date and listed times. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at

CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in OSC 201 and can be reached by

phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Academic Misconduct: Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, by phone at 719-549-2210, or in person at LARC 187.