MOLLOY UNIVERSITY

School of Education and Human Services

Department of Teacher Education

EDU 5900 21

Supporting Academic Writing for English Learners Across Content Areas (3 credits)

Summer 2026

Instructor: Dr. Helen Efkarpides

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Office hours: Upon Request

Course Description:

This week-long asynchronous course equips teachers with practical strategies to support English learners in developing academic writing across all content areas. Participants will learn how to scaffold writing tasks based on language proficiency levels, use mentor texts and modeling to make expectations clear, and provide feedback that fosters both content understanding and language growth. By the end of the course, teachers will redesign a writing assignment that is accessible, rigorous, and responsive to the diverse linguistic needs of their students. The emphasis of this course is building on what we already have!

Day	Modules	Assignment Due Dates

Day One:	**Understanding Academic Language** Differentiate between conversational and academic language, and identify the unique demands of academic writing across disciplines. **Assignment #1:** Referring back to a previous assignment. Activity to be built upon. **Discussion Post:** Academic language can look different in math, science, social studies, ELA, music, and art..Reflect on a time when one of your English learners struggled with a writing task. - What made that task challenging from a language perspective? - What academic language features (e.g., sentence structures, vocabulary, organization) were required for success? - How might you adjust that task today?	**All module assignments due at 11:59 PM on.**
Day Two:	**Writing Through the Lens of Language Proficiency** Learn how to adapt writing expectations and supports based on students' English proficiency levels. **Assignment #2:** Modifying an assignment for two ENL Levels **Discussion Post:** Think of a previous writing task in your classroom. - What does "success" look like for a native English speaker? - How might a beginning or intermediate ENL student demonstrate understanding in a different but valid way?	**All module assignments due at 11:59 PM.**

	● What scaffolds could bridge the gap?	
Day Three:	**Modeling and Mentor Texts** Use model texts and explicit modeling to help ELs understand structure, tone, and conventions of academic writing. **Assignment #3:** Utilize a mentor text in an activity. **Discussion Post: R**eflect on a writing model or mentor text you've used in your class. ● How did you introduce it to students? ● What language or structure features did you draw attention to? ● If you haven't used mentor texts, what might you look for in one suitable for English learners?	**All module assignments due at 11:59 PM on 7/2.**

Day Four:	**Integration and Reflection** Synthesize the week's learning into an integrated, scaffolded writing plan. **Assignment:** Refer back to tasks throughout the week **Discussion Post:** Looking back at your work this week: • What's one mindset shift you've had about supporting English learners in writing? • Which strategy are you most excited to implement first? • What support or collaboration would help you sustain this work in your school?	**All module assignments due at 11:59 PM.**

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn
Learner-centered and value-centered curriculum and pedagogy
Ethics and spirituality
Intellectual curiosity
Independence and risk-taking, while promoting collective identity and responsibility
Diversity, multiculturalism, and pluralism, including divergent thinking
Passion for teaching

Commitment to students and their communities
Civic responsibility through the promotion of social justice and interdependence
Commitment to democracy

Course Objectives:

- Identify the key linguistic features and demands of academic writing across content areas.
- Analyze writing assignments for accessibility and appropriateness across English proficiency levels.
- Design scaffolded writing supports (e.g., sentence frames, word banks, visuals, and outlines) that promote language development.
- Use mentor texts and explicit modeling to make academic writing expectations visible to English learners.
- Provide feedback that supports both content understanding and English language growth.
- Adapt writing rubrics and assessment criteria to value progress in both academic writing and language use.
- Integrate culturally and linguistically responsive practices into writing instruction to engage and empower multilingual learners.

Course Format:

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project (due by TBD).

Required Readings, Videos, and Other Materials:

All materials will be provided throughout the course.

Course Requirements and Evaluation:

Grading Policy:
All assignments are due by the end of the course (unless otherwise noted on Canvas), but each late assignment will incur point deductions if submitted after the original due date. Every day late equals a one-point deduction. While you may submit work up until the last day of class, be mindful of each assignment's listed due date BEFORE the end of the course.

Feel free to use this course wisely and build upon lessons you have already conducted! We are not reinventing the wheel but applying what we have learned through this course. This is a learning process for ALL of us! We can all learn from one another regarding effective practices! Do not be afraid to ask questions to further clarify areas of confusion. If you ever have any questions or concerns, don't hesitate to reach out!

Asynchronous Discussions/Participation	20% (5% x 4)
Assignment #1	10%
Assignment #2	10%
Assignment #3	10%
Final Assignment	50%

Online Courtesy:
Please maintain profession courtesy with your peer. Use formal language for all assignment and discussion posts. Most importantly, be respectful to your peer as we all have various starting points and are here to learn and build upon our knowledge.

Academic Integrity Statement
The college maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy College Graduate Handbook and Calendar. Plagiarism is claiming the words, ideas, concepts, outlines, handouts, and drafts of works-in-progress of another as your own without giving credit where it is due. As a component of academic integrity, plagiarism is prohibited at Molloy College. To prevent even the suggestion of plagiarism, quotation marks must be used to indicate the exact words of another author. Additionally, each time you paraphrase another author [i.e., summarize a passage or rearrange the order of a sentence and change some of the words], you will need to credit the source in your text. Adapted from Principle 6.22 of the Publication Manual of the American Psychological Association (7th ed.).

Disability Statement
Molloy University has a continuing commitment to providing reasonable accommodation for any student with a documented disability or chronic illness. Like so many things this semester, the need for accommodation and the process for arranging them may be altered by the COVID-19

changes we are experiencing and the safety protocols currently in place. Students who may need accommodations in order to fully participate in this class are urged to contact Disability Support Services (DSS/STEEP) at dss@molloy.edu, as soon as possible.

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center (SCC)](#)

Center for Access and Disability (Access)

[Center for Access and Disability](#)

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

[Proctorio Resources for Students](#)

Email Accounts

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.