

**Augusta State University
College of Education
Department of Teacher Development
EDTD 6224 – Writing Across the Curriculum**

Hours: 3 semester hours

Prerequisites: Admission to master's program

COURSE DESCRIPTION:

This course is designed for content area teachers (4-12) who wish to use writing as a tool to enhance student understanding. Emphasis is placed upon teaching for understanding by taking advantage of the contributions of writing strategies and processes to subject area thinking and achievement. Topics include types of writing, levels of writing, use of journals, strategies for improving writing skills, strategies in math, science, social studies, English/language arts and assessments.

REQUIRED TEXT:

Maxwell, R. (1996). Writing across the curriculum in middle and high schools. Boston, MA: Allyn & Bacon.

RESOURCE TEXTS:

Atwell, N. (1998). In the middle: New understanding about writing, reading and learning. Portsmouth, NH: Boynton/Cook Publishers Inc.

Fletcher, R. & Portalupi, J. (1998). Craft lessons: Teaching Writing K-8. Portland, ME: Stenhouse Publishers.

Portalupi, J. & Fletcher, R. (2001). Nonfiction craft lessons: Teaching Information Writing K-8. Portland, ME: Stenhouse Publishers.

COURSE GOALS:

1. Describe research/issues related to content area writing.
2. Read, review and share WAC Craft Lessons
3. Demonstrate writing strategies that are useful in content areas.
4. Plan lessons/units that incorporate writing strategies.

National Board for Professional Teaching Standards:

II. Teachers know the subjects they teach and how to teach those subjects to Students.

- is flexible in all phases of instruction, seeking students' points of view in order understand students' present conceptions/misconceptions for use in subsequent lessons
- acts as a facilitator of learning –questioning, guided discovery, problem-based, inquiry-to understanding content
- engages student in active/inactive learning by mediating the environment for the students with discussion, role play, simulations, games, and student-conducted research

III. Teachers think systematically about their practice and learn from experience.

- engages in life-long learning and reflection upon improved practice
- evaluates impact on student learning to guide further instructional decisions

Guiding Questions for Teaching for Understanding

1. What does teaching for understanding look like, what does teaching for understanding entail? What are teaching for understanding's major defining tenets? Use a subject area in which you teach to inform and ground your response.
2. Explain which theories of learning and teaching are compatible with teaching for understanding; which learning and teaching theories might be at odds with TFU?
6. How is instructional time affected when teaching for understanding?
10. What kind and quality of teacher knowledge does teaching for understanding require (subject matter, pedagogical, interpersonal)?

COURSE OBJECTIVES:

Learners will:

1. Demonstrate writing strategies and processes that can be used to enhance content understanding.
2. Describe research related to writing in the content area and apply findings to the classroom.
3. Plan lesson plans/units that utilize writing in content areas and require higher-level thinking skills.
4. Develop presentations of research findings and selected strategies and present to the class.

COURSE TOPICS:

1. Introduction to Writing for Learning
 - a. Definitions
 - b. Role of Content Area Teachers
2. Writing as Process
3. Levels of Writing
4. Writing for Learning (WAC Strategies)
 - a. Learning Log
 - b. Double-entry Journal
 - c. Collaborative Writing
 - d. Free Writing
 - e. Loop Writing
 - f. Concept Collection
 - g. Brainwriting
 - h. Cubing
 - i. Interactive Journal
 - j. Discussion Continuum
 - k. RAFT (Role – Audience – Format – Topic)
 - l. Focus Sentences
5. Electronic Communication Across the Curriculum (ECAC)
6. Improving Writing Skill
7. Assessing Writing
 - a. Criteria
 - b. Methods

READING AND DISCUSSION TOPICS

Maxwell, R. (1996). Writing across the curriculum in middle and high schools. Boston, MA: Allyn & Bacon.

Writing Across the Curriculum (WAC)
(Chapter 1)

Writing as a Process
(Chapter 2)

Levels of Writing
(Chapter 3)

Journals
(Chapter 4)

Writing to Learn
(Chapter 5)

Improving Writing Skills
(Chapter 6)

Assessing Writing
(Chapter 10)

Writing in Content Areas
(Chapters 7, 8 and 9) (Select according to subject area teaching)

Interdisciplinary Units
(Chapter 11)

Class Presentations (Mini-Learning Community)

COURSE ASSESSMENTS:

1. Select five non-textbook writings related to your subject area: a story (narrative), a poem, a magazine article (not academic journal), newspaper article, and one other genre and write a reflective response for each. Your response should include one paragraph describing the item's content, one paragraph stating why you chose this piece (an outstanding characteristic that appeals to you), and one paragraph detailing how you would use each type of writing in your classroom. Two page maximum per item. Be prepared to present or demonstrate to the class.
2. Read five academic professional journal articles or book chapters on a topic related to writing in your content area. Briefly summarize the issues of each article. Explain your response to the issues and what you have learned from the article. Maximum 2 pages per article. Be prepared to share with your subject area /content class group.
3. Post/write five responses (Electronic Communication) to the EDTD 6224 Message Board. Prompts will be provided by the instructor and will be based on class discussions and/or assigned readings for the day. Responses should be posted by 8:00 am the next day.
4. Select two Georgia Performance Standards (GPS) addressed in your content area. Explain how you will integrate writing to into two learning activities to teach for understanding. Each learning activity should address **one** concept and include at least two different writing across the curriculum strategies.
5. Develop a mini-staff development class presentation demonstrating what you know about writing to learn in a way that you find interesting. Use appropriate length and format for 10-15 minute class presentation (e.g. power point, posters, overheads, demonstration).

Class products will have points assigned to each. Grades will be based on the number of points completed out of a total (500) possible points.

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GRADE DISTRIBUTION:

Non-Textbook/Genre Writings / Responses/ Presentations	(5 X 20) =	100
Professional Journal Articles (Written Reflections/Sharing)	(5 X 20) =	100
Course Text Readings: ECAC (Message Board Responses)	(5 X 20) =	100
WAC – Georgia Performance Standards- Content Area Activities	(2 X 50) =	100
WAC – (Writing to Learn) Presentation	(Rubric)	<u>100</u>
		500

GRADING SCALE:

450	-	500	points =	A
423	-	449	points =	B
400	-	422	points =	C
350	-	399	points =	D
<		350	points =	F

BIBLIOGRAPHY:

Atwell, N. (2002). Lessons that change writers. Portsmouth, NH: Heinemann Publishers.

Edwards, P. (2004). Children's literacy development: Making it happen through School, family and community involvement. Boston, MA: Pearson Education, Inc.

Edwards, S., Maloy, R., & Verock-O'Loughlin. (2003). Ways of writing with young Kids: Teaching creativity and conventions unconventionally. Boston, MA: Pearson Education, Inc.

Fletcher, R. & Portalupi, J. (1998). Craft lessons: Teaching writing K-8. Portland, ME: Stenhouse Publishers.

Freeman, M. (2003). Building a writing community: A practical guide. Gainesville, FL: Maupin House Publishers.

Howie, S. (1984). Guidebook for teaching writing in the content areas. Newton: MA. Allyn and Bacon, Inc.

Lane, B. (1993). After the end: Teaching and learning creative revision. Portsmouth, NH: Heinemann Publishers.

Lenski, S. & Johns, J. (2000). Improving writing: Resources, strategies and assessments. Dubuque, IA: Kendall-Hunt Publishing Company.

Macintosh, M. & Draper, R. (1997). Write starts: 101 writing prompts for math. White Plains, NY: Dale Seymour Publications.

Ministry of Education. (1996). Dancing with the pen: The learner as a writer. Wellington, New Zeland: Learning Media Limited.

Oglan, G. (2003). Write, right, rite. Boston, MA: Pearson Education, Inc.

Portalupi, J. & Fletcher, R. (2001). Nonfiction craft lessons: Teaching information Writing K-8. Portland, ME: Stenhouse Publishers.

