

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

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**Office Hours:** M/W: 9- 10; T/TH: 8:30- 11:30

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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 TEXTS:**

Strong, W. (2006). *Write for Insight: Empowering Content Area Learning, Grades 6-12*. Boston, MA: Pearson.

Portalupi, J. & Fletcher, R. (2001). *Nonfiction craft lessons: teaching information writing K-8*. Portland, ME: Stehhouse 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 to understand students' present conceptions/misconceptions for use in subsequent lessons
- acts as a facilitator of learning –questioning, guided discovery, problem based, and 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

## **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.

### **Other course information**

All assigned reading is expected to be done in advance of the class session. Class participation/group discussion is expected and cannot be done to the fullest if the assigned reading has not been done. Assignments are due at the beginning of class. **Ten points will be deducted for late assignments, including those that are received after class has begun. On the rare occasion an assignment is accepted late, due to the condensed nature of this course, no assignment will be accepted more than 1 day after it is due.** Although you may find ideas for some of your assignments in commercial books, teacher's editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class (See academic honesty statement below.)

**Check your ASU email account on a regular basis.** This will be the primary form of class communication during the course. Please put cell phones and beepers on silent mode during class. **Laptop computers are not to be used during class time without the instructor's advanced permission.** With all technology, please use common courtesy, and respect your classmates and instructor.

### **Course Policies**

**ATTENDANCE POLICY:** Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. **Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups.** According to the attendance policy in the Augusta State University Catalog, "A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors." This policy also addresses multiple absences: "If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." **Due to the condensed nature of the course, one absence will likely result in a grade penalty or withdrawal.** Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor's discretion, **and points may be deducted from the student's participation grade.**

**ACADEMIC HONESTY:** "In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members" (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts

belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade. Also, unless specifically noted as a group project, all assignments are to be original and done on your own. (Although you may find ideas for some of your assignments in commercial books, teacher's editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class.)

**Disability/other-ability:** If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

**Evaluation/Grading: Much of the learning in this course takes place during class as students interact with one another and the instructor.** Therefore, regular attendance and active, engaged participation are essential. Throughout the semester, feedback on students' work will be provided orally and in writing. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. Each assignment is due at the beginning of class on the designated due date, even if you are absent or tardy. **Late papers, if accepted, will be penalized 10 points and will not be accepted after 1 day. It is your responsibility to notify the instructor if you miss class.** Assignments and due dates are subject to change.

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

**GRADE DISTRIBUTION:**

Attendance/Participation (8 X 10)	80
Learning log (Rubric)	100
CRAFT lesson presentation and rubric (Rubric)	40
WAC – Georgia Performance Standards- Content Area Activity (Rubric)	60
Literacy Autobiography Case Study (Rubric)	110
WAC – (Writing to Learn) Presentation (Rubric)	110

**Total: 500**

**GRADING SCALE:**

- 465- 500 points = A (93- 100)
- 425- 464 points = B (85- 92)
- 375- 424 points = C (75- 84)
- 350- 374 points = D (70- 74)
- < 350 points = F(Below 70)

## COURSE ASSESSMENTS

1. Class Participation – Participating in all class experiences is essential for successful completion of this course. Participating includes both during small group and large group discussions of our course textbooks, as well as other assigned readings. **There will be an in-class assignment due each day- 10 points per class for a total of 80 points.**
2. Maintain a course learning log. Use a seventy page spiral bound notebook for your log. Follow the format provided in class for each entry. The purpose of the learning log is multifaceted. First, it will give you, the teacher, first-hand experience of what your students will experience if you decide to use this approach as a writing to learn strategy. Second, it gives me an opportunity to evaluate your thinking and understanding about topics covered in our course. Third, the learning log allows you to hone your own writing skills, following the premise that teachers who teach writing should be writers themselves. Writing to learn activities will be assigned in conjunction with the textbook chapter readings. These assignments include giving you an opportunity to experience writing to learn strategies that you may use with your own students. Many of the assignments will come directly from the “Write for Insight Activity” at the end of each chapter in the class text *Write for Insight*. **All entries should exhibit understandings gained, possible ways to incorporate the knowledge into your own class, and/or questions you may have. Overall, your log should indicate thought and quality consistent with graduate level work. Bring the learning log to each class meeting. (Due date: Sept. 21)**
3. Present a CRAFT focused mini-lesson. Choose a lesson applicable to your grade level and content area from your text, *Nonfiction CRAFT Lessons: Teaching Information Writing K-8*, and model/present the lesson to the class. Teach the lesson to your current class of students. Be prepared to show at least two student work samples. You may adjust the lesson to fit the needs of your grade level/content area. I will discuss this further in class. **(Due dates: August 24, 31 and Sept. 14, 21 sign up for a presentation date; Once signed up, you may not change your sign-up date.)**
4. Write a “Literacy Autobiography Case Study” as detailed in your textbook, pp. 171- 172. You will share this personal text with other class members. You will use some of the writing activities completed in your learning log as pre-writing for your paper. The paper will be 3-4 double spaced typed pages, 12 pt. font, 1 inch margins). **With this typed piece in hand**, you will engage in response, revision, and editing group activities during class. Bring to class 3 copies of your typed draft on the rough draft due date. **From here, you will revise and edit your piece to a polished draft. Submit the final paper on the due date to *LiveText* by 5:00 P.M. Turn in a hard copy to the instructor. (Due dates: Rough draft due September 21; final paper due Sept. 28.)**

5. Select a Georgia Performance Standard (GPS) addressed in your content area. Explain how you will integrate writing into a learning activity to teach for understanding. The learning activity should address **one** subject area concept and **two** writing across the curriculum strategies (except learning logs and tickets out the door). Think C.R.A.F.T. mini-lessons. The lesson should include the GPS, essential question (s), guided practice, assessment, etc., as indicated on the lesson plan template. You may access the template from the course homepage. **(Due date: Sept. 14)**
6. Prepare an individual or collaborative presentation on the following topic. **(Due date: Oct. 5)**

All members of a group will participate in developing the plan and the presentation. Although some class time will be allotted to working on the presentation, group members should arrange for meeting times outside of class. Students will receive individual grades for their work and participation on the project.

**Prompt:**

Your school principal has recently been told by the assistant superintendent of curriculum that student writing scores are down from previous years. With the institution of performance standards into the curriculum, students need to be provided more opportunities to use critical thinking skills. Therefore, knowing that writing requires students to develop higher order thinking skills, he/she decides to “kill two birds with one stone.” To improve student learning and writing test scores, your principal decides to institute writing across the curriculum within your school. It just so happens he/she is aware that you and a few of your colleagues are currently enrolled in a Writing Across the Curriculum course at Augusta State University. Therefore, he asks you to produce a mini-staff development presentation about Writing Across the Curriculum. Using a format that engages the audience (Power Point, posters, overheads, pamphlet, music, song, hands-on, etc.), create a 15-20 minute presentation demonstrating what you know about Writing Across the Curriculum. The presentation should include the following:

- a. Purpose and rationale behind adopting a WAC approach
- b. Target subject/grade levels
- c. Information from at least two sources (other than your texts) supporting the need/effectiveness of WAC. Cite the sources using APA or MLA format
- d. At least one hands-on activity exemplifying how a teacher could incorporate writing to learn in the classroom (other than journals or tickets out the door)
- e. Necessary handouts or materials needed to carry off this task

### **Suggestions for Further Reading:**

- 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 Zealand: 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.