

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 533

TEACHING WRITING ACROSS THE CURRICULUM

COURSE DESCRIPTION

This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.

RATIONALE

This course will prepare teacher candidates and teachers of middle school, high school, and college to teach effectively writing across the curriculum with sensitivity to multiculturalism, and ability to teach throughout the disciplines or interdisciplinary, and the mission of promoting biblical literacy.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCES

- A. Fisher, D., et al. (2006). *50 Content area strategies for adolescent literacy* (1st ed.) Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0-131-74544-5.
- B. Harris, M. G. (2009). *Prentice hall reference guide* (7th ed.) New York, NY: Allyn & Bacon. ISBN: 978-0-205-65634-9.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- C. Standards of Learning for Writing – for the teacher candidate’s state of residence, or the National Standards from The National Council of Teachers of English
<http://www.ncte.org/standards>
- D. Access to professional education journals (available through LU library). Please use scholarly sources only. For a definition of scholarly sources, go to <http://www.liberty.edu/index.cfm?PID=4357>.

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the teacher candidate will be able to:

- A. Compare and contrast current professional literature related to the teaching of writing in content areas.
- B. Create learning experiences that integrate standards of learning for writing with the various content areas.
- C. Use technology as a tool for teaching, learning, research, and communication.
- D. Demonstrate professional responsibilities by consistent course participation and completion of all stated assignments in a timely manner.
- E. Formulate instructional strategies to enhance the writing success of all learners.
- F. Prepare a writing lesson that demonstrates the elements of Instructional Planning, Performance, and Reflection.
- G. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics of the writing process of planning, drafting, revising, editing, and sharing.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (6)

The candidate will participate in Discussion Board forums intended for interactive reflection. Each forum will be completed in two parts: a 200–250-word original thread in response to the instructor’s prompt and at least two 100-word replies to classmates’ threads. Each part of the forum must be submitted by the stated due date and time provided in the relevant modules.

- C. Journal Entries (8)

Each week the candidate will be asked to submit a journal entry based on the topics presented in the modules. Additionally, the candidate can use the journal entries to record individual thoughts, opinions, ideas, and impressions. Each journal entry will be submitted by the last day of each Module/Week.

- D. Lesson Plans (3)

During the course, the candidate will be directed to create 3 lesson plans for various types of writing assignments. Lesson Plan 1 and Lesson Plan 2 will be completed individually based on specific topics provided by the instructor. For Lesson Plan 3, the candidate will work with a small group of classmates to develop a writing assignment topic that incorporates multiple content areas. Then, each group member will independently create and submit one lesson plan for a specific content area based on the group’s chosen topic and division of work.

- E. Grading Rubric

Candidates will choose a writing assignment within their own content areas and create the assignment instruction and grading rubric for the assignment. The assignment should be very specific and the final product should be either a descriptive or a narrative writing assignment.

F. Writing Expectations Handout

In Module/Week 5, the candidate will create and submit a 1-page handout that explains to his/her hypothetical students the writing guidelines and expectations for the class. The textbook contains valuable information regarding the type of criteria that should be included on the handout; however, the candidate should be creative with the format of the document.

G. Graphic Organizer

In Module/Week 8, the candidate will choose a subject from within his/her own content area and use a graphic organizer to describe that subject from the perspective of 5 or more different ethnic groups and/or gender groups.

H. Annotated Bibliography

The candidate will select 20 articles from scholarly sources that integrate writing strategies in various content areas and compile an Annotated Bibliography that reflects the proper APA style. The sources used should come from a variety of mediums and should clearly reflect the course content.

I. Reading Quizzes (2)

Candidates will be quizzed over the textbook reading and the information provided in the Reading & Study folder. The quizzes consist of multiple-choice, true/false, and/or matching questions highlighting key concepts learned in each section. The quiz has a 2-hour and 30-minute time limit.

VII. COURSE GRADING AND POLICIES

A. Points

Class Introductions		10
Discussion Board forums (6 at 30 pts ea)		180
Journal Entries (8 at 30 pts ea)		240
Lesson Plans (2 at 40 pts ea, 1 at 70 pts ea)		150
Grading Rubric		40
Writing Expectations Handout		40
Graphic Organizer		40
Annotated Bibliography		100
Reading Quiz 1	(Modules 1–4)	100
Reading Quiz 2	(Modules 5–7)	100
	Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889

C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779 D- = 730–749 F = 729 and below

C. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

VIII. BIBLIOGRAPHY

- Neman, B. S. (1995). *Teaching students to write* (2nd ed.) New York, NY: Oxford UP.
- Scarborough, H. A. (2001). *Writing across the curriculum in secondary classrooms: Teaching from a diverse perspective*. Upper Saddle River, NJ: Merrill.
- Tchudi, S. ed. (1997). *Alternatives to grading student writing*. Urbana, IL: National Council of Teachers of English.

COURSE SCHEDULE

EDUC 533

Textbook: Strong, *Coaching Writing in Content Areas* (2012).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Strong: ch. 1 1 lecture 1 lecture note	Course Requirements Checklist	0
		Specialization Advising Guide Quiz	0
		Professional Advising Guide Quiz	0
		Class Introductions	10
		Journal Entry 1	30
		Lesson Plan 1	40
2	Strong: ch. 2 1 article 3 lecture notes	DB Forum 1	30
		Journal Entry 2	30
3	Strong: chs. 3 & 5 1 lecture note	DB Forum 2	30
		Journal Entry 3	30
		Lesson Plan 2	40
4	Strong: chs. 4, 6, & Appendix E 3 websites 1 lecture note	DB Forum 3	30
		Journal Entry 4	30
		Grading Rubric	40
		Reading Quiz 1	100
		Lesson Plan 3 Group Forum	0
5	Strong: chs. 7–8 1 lecture note	DB Forum 4	30
		Journal Entry 5	30
		Writing Expectations Handout	40
6	Strong: ch. 9 2 websites	DB Forum 5	30
		Journal Entry 6	30
7	Strong: ch. 10 1 lecture note	Journal Entry 7	30
		Lesson Plan 3 (group)	70
		Reading Quiz 2	100
8	Strong: Appendix D 1 article 1 lecture note	Graphic Organizer	40
		DB Forum 6	30
		Journal Entry 8	30
		Annotated Bibliography	100
TOTAL			1000

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.