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EDIS 5435: Writing Across the Curriculum

**Fall 2014**

**Instructor:** Isabel Sawyer, Ph.D.

**E-mail**: Isabel\_sawyer@devstu.org

**Office Hours:** Online

**Class Schedule:** 12 Class Sessions

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Are you having technical problems with Collab?

<https://collab.itc.virginia.edu/portal>

**Writing Across the Curriculum Course Description**: This course is designed to be a collaborative effort to explore writing as a process, not just a product, and to discover how writing across the curriculum can enhance both disciplinary literacy and student performance within our schools. Equally important, we will explore our own ideas as writers and discover new ways to revise our writing.

*“If we ourselves are immersed in an ongoing way in our own writing, we have a fabulous resource to draw from when we teach.”* Lucy Calkins, The Art of Teaching Writing

**PREREQUISITES:** Undergraduate degree

**Course Objectives:**

Participants will:

* create a community of writers;
* practice the art of writing;
* experiment with various types of writing;
* focus on ways to teach writing using a wide variety of strategies and across various content areas;
* create an awareness of mentor texts that support writing across the curriculum;
* develop an understanding of the assessment of writing;
* incorporate technology in writing across the curriculum assignments.

**Assignments**All of the assignments will have multiple due dates throughout the semester but the disparate pieces are designed to fit into the two larger projects, as described below.

**Personal Writing Portfolio** **(40 points)**

In order to build our writing community, practice the art of writing and experiment with a wide variety of genre,you will design a “personal writing portfolio” which will hold the following pieces:

* *Where I’m From poem*
* *Six Word memoir*
* *Personal Narrative*
* *This I Believe essay*
* *Letter to a Friend*
* *Revised Letter to a Friend*

**Personal Writing Portfolio Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **3 points** | **.5-2.5 points** | **0 points** |
| **Number of pieces**  | Meets or exceeds instructor’s requirement. | Partially meets requirement. | Does not meet requirement. (No postings.) |
|  |  |  |  |
|  | **Meets or Exceeds Expectations** | **Partially Meets Expectations** | **Does NOT meet Expectations** |
| **Quality of Information** | Information clearly relates to the topic Supporting details and examples are provided. | Information relates to the main topic somewhat. Did not completely address question/exercise.  | Information has little or nothing to do with the main topic or question. |
| **Reflection** | Enhances the piece through deep reflection  | Deep reflection is occasionally demonstrated (as appropriate). | Does not include reflection |

**Multigenre Research Project (40 points)**

Multigenre projects are the very embodiment of the-going-deeper-and-thinking-higher mindset. This assignment invites you to delve more deeply into your own writing and choose a topic (either a skill or content exploration) that you feel passionate about to research. Before embarking on this project, please read the section in Daniels Chapter 9 *More Ambitious Public Writing Projects* called “Multigenre Project.” This research project will include:

* *An interview with an education “expert” of your choice*
* *A letter to parents stating your personal beliefs about the topic and why it is important for students to learn more about*
* *In the spirit of a RAFT (role, audience, format, topic), choose another piece to write that addresses your topic.*
* *A thematic unit outline that either directly addresses the topic or that incorporates the skill to be instructed (including a unit map and essential questions)*
* *Two mini-lessons related to the topic that rely on mentor texts (one of which is nonfiction)*
* *A classroom visual*

**Multigenre Project Rubric**

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| --- | --- | --- | --- |
| **Points** | **4 points** | **.5-3.5 points** | **0 points** |
| **Number of assignments**  | Meets or exceeds instructor’s requirement. | Partially meets requirement. | Does not meet requirement. (No postings.) |
|  |  |  |  |
|  | **Meets or Exceeds Expectations** | **Partially Meets Expectations** | **Does NOT meet Expectations** |
| **Quality of Information** | Information clearly relates to the topic Supporting details and examples are provided. | Information relates to the main topic somewhat. Did not completely address question/exercise.  | Information has little or nothing to do with the main topic or question. |
| **Reflection** | Enhances the piece through deep reflection  | Deep reflection is occasionally demonstrated (as appropriate). | Does not include reflection |

**Forum Discussion Participation (20 points)** Each week the instructor will provide directions and requirements for posting responses to the exercises in the forum.

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **3 points** | **.5-2.5 points** | **0 points** |
| **Number of postings/assignments** \*Requirements for postings may vary  | Meets or exceeds instructor’s requirement. | Partially meets requirement. | Does not meet requirement. (No postings.) |
|  |  |  |  |
|  | **Meets or Exceeds Expectations** | **Partially Meets Expectations** | **Does NOT meet Expectations** |
| **Quality of Information** | Information clearly relates to the main topic and adds new relevant information. Supporting details and examples are provided. | Information relates to the main topic somewhat. Did not completely address question/exercise.  | Information has little or nothing to do with the main topic or question. |
| **Critical Thinking** | Enhances the critical thinking process consistently through reflection in response. | Critical thinking and reflection are occasionally demonstrated in responses (as appropriate). | Does not respond to posted question or provides a partial response. |
| **Participation** | Responds frequently, encourages and/or facilitates interaction among class members. | Rarely responds to other classmates and instructor in a meaningful manner. | Responds to instructor only and not peers. |
| **Professional Language** | Professional vocabulary, writing and attitude exemplified consistently. | Professional vocabulary, writing and attitude are sometimes evident. | Lacks professional writing style and vocabulary. |

**REQUIRED TEXTS**

Calkins, Lucy M. (1994). *The Art of Teaching Writing.* New Hampshire: Heinemann

Daniels, H., Zemelman, S., Steineke, N. (2007). *Content-Area Writing: Every Teacher’s Guide.* New Hampshire*:* Heinemann.

Hicks, Troy. (2009). *Digital Writing Workshop*. New Hampshire: Heinemann*.*

Spandel, Vicki. (2013) *Creating Writers: Through 6 Traits, Process, Workshop, and Literature*. New York:Pearson.

**Other suggested texts:**

Atwell, Nancie. (1998). *In The Middle: New Understandings About Writing Reading and Learning*. New Hampshire: Heinemann.

Gallagher, Kelly. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts.* Maine: Stenhouse.

The final grade will be based on performance in the following areas:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Due** | **Points** |
| Completion of assigned readings, exercises, discussion participation, and assignments | End of every class period | 10 points per class  |
| **TOTAL** |  | 100 |

**Points/percentages equate to grades as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| 100 A+ | 87-89 B+ | 77-79 C+ | 63-69 D |
| 95-99 A | 83-86 B | 73-76 C | < 62 F |
| 90-94 A- | 80-82 B- | 70-72 C- |  |

**Grade Reports:** To obtain a grade report at the end of the semester, visit the UVA registrar’s website to request your grade(s). http://www.virginia.edu/registrar

**Course Outline and Schedule**

**Notes about the Assignments**

See each update email for complete details on exercises and assignments each week

Please complete the Student Orientation before our class begins.

Note: Class sessions will run from Sunday through Saturday of each week.

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| **Schedule & Activities** |
| **Class/Topic** | **Topics** | **Readings** | **Activities** |
| **Course Orientation****1/19****Please plan on completing this short orientation before Class 1**[Orientation](https://collab.itc.virginia.edu/access/content/group/9b1d33b4-5825-4b1d-918d-9969af25c0b1/Student%20Orientation/1_Student%20Orientation.html%22%20%5Ct%20%22_blank) | * Learn to Navigate course site.
* Learn about course expectations
* Begin to get to know our classmates.
 | * Course Syllabus
 | * Complete [Orientation](https://collab.itc.virginia.edu/access/content/group/9b1d33b4-5825-4b1d-918d-9969af25c0b1/Student%20Orientation/1_Student%20Orientation.html%22%20%5Ct%20%22_blank)
 |
| **Class 1****1/26** | **Class 1 Essential Question:****Why is writing across ALL content areas important for learners?** | * Daniels:
	+ Chapter 1 *Writing in the Content Areas*
	+ Chapter 2*Writing to Learn*
* Calkins Section 2 *Let Children Show Us How to Teach,*Chapters 7-10...Choose the chapter that most suits the grade level you teach (or will be teaching)
* How Important is Teaching Literacy in All Content Areas?
 | * Complete exercises in weekly update email including:
1. **["Where I'm From"](http://digitalis.nwp.org/sites/default/files/files/428/Where%20I%27m%20From%20Original%20Poem%20%26%20Template_0.pdf%22%20%5Ct%20%22_blank) by George Ella Lyons: Please post your own *Where I'm From* poem so that we can begin to get to know one another**

Monday, 1/26 at 6pm gather in Bb Collaborate. |
| **Class 2****2/2** | **Class 2 Essential Question:****What traits are important to look for in student writing?** | Check out [this video](http://www.youtube.com/watch?v=_VA2Mt4O-Ns" \t "_blank) on the six traits! Spandel:* Chapter 1 *Writing in the Content Areas*,
* Chapter 2 *Writing to Learn*
* Chapter 1 *Getting Acquainted with the Six Traits*
* Skim and scan Chapters 3 and 4*: Making Meaning with Ideas*and*Showcasing the Message with Organization*
* Chapter 10 *Exploring the World of Beginning Writers*
 | Complete exercises in weekly update email including:* **Compose a Letter to a Friend (about your week--the successes and challenges you have experienced-- and the multigenre topic you will be exploring in this class)**
 |
| **Class 3****2/9 AND 2/16** | **Class 3 Essential Question:****What is “the process” that writers go through when they write?** | * Spandel, Chapter 2 *Setting the Stage with Writing Process and Writing Workshop*
* Daniels Chapter 7*Supporting the Writing Process*
* Implementing the Writing Process
 | Complete exercises in weekly update email including:* **Conduct an interview with an education “expert” of your choice on your multigenre topic**
 |
| **Class 4** **2/23** | **Class 4 Essential Question:****How would you structure a classroom to allow the writing process to occur naturally?** | * Calkins:
	+ Chapter 11 *Establish a Predictable Workshop Environment*
	+ Chapter 20*Workshop Teaching Throughout the Day*
* Hicks, Chapter 1 *Imagining a Digital Writing Workshop*
* Daniels, Chapter 8 *Running a Writing Workshop*
 | Complete exercises in weekly update email including:* **Draft a letter to parents stating your personal beliefs about your multigenre topic and why it is important for students**
 |
| **Class 5****3/2** | **Class 5 Essential Question:** **Why is it important to connect personally with your writing?** | * Spandel, Chapter 5 *Making the Heart Beat with Voice*
* Daniels:
	+ Chapter 3 *Quick Writes*
	+ *Chapter 7 Shorter Public Writing Projects, RAFT, pp.159-167*
 | Complete exercises in weekly update email including:* **In the spirit of a RAFT (role, audience, format, topic), choose another piece to write that addresses your multigenre topic.**
* **Spend some time revising and editing your Letter to a Friend**

Gather in Bb Collaborate.  Instructor will post day and time in the Announcements |
| **Class 6****3/9 AND 3/16** | **Class 6** **Essential Question:** **Why is it important to confer with students about their writing?** | * Hicks Chapter 3 *Conferring through Blogs, Wikis, and Collaborative Word Processors*
* Calkins:
	+ Chapter 13 *Conferring:* *Writing Becomes a Tool for Though*t
	+ Chapter 14 *Learning to Confer*
 | Gather in Bb Collaborate.  Instructor will post day and time in the AnnouncementsComplete exercises in weekly update email including:* **Write a Personal Narrative Essay: What was writing like for you as a student?**
 |
| **Class 7****3/23 AND 3/30** | **Class 7 Essential Question:** **How do you convey information in an interesting way?** | * Spandel, Chapter 9 *Going Informational*
* Hicks, Chapter 2*Fostering Choice and Inquiry through RSS, Social Bookmarking and Blogging*
* Spandel, Chapter 7 Enhancing Meaning & Voice with Sentence Fluency
 | Complete exercises in weekly update email including:* **Create one mini-lesson (hopefully related to your multigenre topic) that relies on a NONFICTION mentor text**
 |
| **Class 8****4/13****Spring Break April 6** | **Class 8 Essential Question:****How do you write an effective argument?** | * [For the Sake of Argument...](http://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?_php=true&_type=blogs&_r=0" \t "_blank)
* Daniels, Chapter 5
* Daniels, Chapter 8
* Spandel, Chapter 7
 | Complete exercises in weekly update email including:* **Draft a [This I Believe](http://thisibelieve.org/%22%20%5Ct%20%22_blank) Essay**

Gather in Bb Collaborate.  Instructor will post day and time in the Announcements |
| **Class 9****4/20** | **Class 9 Essential Question:** **How do you assess student writing?** | Spandel, Chapter 11  | Complete exercises in weekly update email including:1. **Create a classroom visual of your multigenre topic**
 |
| **Class 10****4/27** | **Class 10 Essential Question:****How do you provide effective feedback to students?** | Spandel, Chapter 12 | Complete exercises in weekly update email including:**Compose a [Six Word Memoir](http://www.npr.org/templates/story/story.php?storyId=18768430" \t "_blank)**Gather in Bb Collaborate.  Instructor will post day and time in the Announcements |

**On-Line Course Expectations:**  What you should expect from the on-line learning environment

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| --- | --- | --- |
| **Weekly Expectations** | **Requirement** | **Where to find/Mode of Interaction** |
| **Contact Hours** | * The University of Virginia requires a total of 45 contact hours for graduate level courses.
* Class interactions will require 3-5 hours per week.
* Courses readings and homework will require additional time.
 | Lecture, Exercises, Forum discussions, Live On-line Interactions (Blackboard Collaborate—called Bb Collaborate Bridge on Main Menu) |
| **Announcements** | Check announcements for directions each week and during the week. | The announcements are viewable when you first enter the class in Collab. You can also click on the announcement tab on the Main Menu which is the sidebar on the left-hand side of your screen. |
| **Live Interactions (Bb Collaborate)** | * Live interactive sessions will be scheduled and required throughout the semester.
* See the course outline for scheduled sessions.
 | Bb Collaborate accessed by clicking on that tab on the Main Menu |
| **Assignments** | Assignment descriptions and points are listed in the syllabus.  | Assignments will be submitted through the assignment link. |
| **Technical Requirements** | * Daily access to computer with high speed internet.
* Adobe acrobat reader
* Safari, Firefox
* UVA e-mail account
* Printer
 |  |
| **Technical Support** | If you have technical difficulty please e-mail technical support. | Collab-support@virginia.edu |
| **Orientation** | * Complete the Student orientation to become familiar with the platform.
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**Forum Discussion Rubric**

Each week the instructor will provide directions and requirements for posting responses to the exercises in the forum. You can use this rubric to guide you as you think about the quantity and quality of your weekly postings.

|  |  |  |  |
| --- | --- | --- | --- |
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| **Professional Language** | Professional vocabulary, writing and attitude exemplified consistently. | Professional vocabulary, writing and attitude are sometimes evident. | Lacks professional writing style and vocabulary. |

**University Policies**

**Incomplete Policy:** Should circumstances arise that prevent the student from completing the requirements by the due date, a student must contact the instructor and formally request permission prior to the end of the course. Incompletes are granted to students who have an extenuating circumstance (such as the death of a family member or a serious illness), which precludes them from completing the course during the scheduled semester.

The Incomplete contract must be completed and signed by the student and the instructor. A copy must be filed with your program advisor. In the case of online courses, the student will not have access to a new course section. It is the student’s responsibility to download all of the course materials and lectures in order to complete the required assignments. All incompletes must be completed by the end of the following semester. Students are advised to consult the Graduate Record for specific information on Incompletes.<http://records.ureg.virginia.edu/index.php>

**Honor System**:

In this course, I endorse, uphold, and embrace the University’s Honor principle that students will not lie, cheat, or steal, and that they shall not tolerate those who do. I recognize that even one honor infraction can destroy an exemplary reputation that has taken years to build. Acting in a manner consistent with the principles of honor will benefit every member of the community while he or she is enrolled in the Curry School and in the future.

All work should be pledged in the spirit of the Honor System of the University of Virginia. I will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, paper, etc.).” The pledge should be signed. Students should refer to the University *Graduate Record* for more information regarding the Honor Code.

**Special Needs:**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws.  Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test-taking should be arranged at least 14 business days in advance of the date of the test(s). *A student’s academic dean is also available to assist with accommodations, particularly for temporary or emergency situation.*

Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/FAX.  Web: <http://www.virginia.edu/studenthealth/lnec.html>

**FERPA:**Students attending or who have attended the University of Virginia are given certain rights under the Family Educational Rights and Privacy Act of 1974, as (USC 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing the act. <http://www.virginia.edu/registrar/privacy.html>

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