

Independent Study Online Course Syllabus**Course Number: ELA 920****Course Title: Content Area Writing**X Online ☐ Distance Learning**Instructor:** Tara Warmerdam
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Email: tara.warmerdam@gmail.com**Units: 3**
Grade Level: 6-12**Course Description**

Writing happens in a variety of subject areas outside of typical English courses; students are expected to write about a variety of topics in their science classes, social science classes, vocational education courses, computer classes, physical education and math classes. This standards-based course will focus on writing in the content area classes at the secondary level. The course curriculum includes specific writing activities and lessons that teachers can incorporate with their subject matter curriculum. Emphasis is given to using writing to achieve a variety of purposes, including writing to learn, writing for a public audience and writing for tests and assessments. Teachers will have the opportunity to create a variety of writing opportunities in their classroom, while delivering standards-based curriculum for their specific discipline. The text used in this course presents both theory regarding the nature of writing in the secondary classroom as well as practical and effective teaching strategies for using writing in the content area classroom. This course is ideal for science, social science, mathematics and other content area teachers at the secondary level who want to effectively incorporate writing in their curriculum.

This course is strongly aligned with the standards established by the National Council of Teachers of English. The course text, *Content-Area Writing: Every Teacher's Guide* by Harvey Daniels, Steven Zemelman, and Nancy Steineke, is a current, well-respected and thorough resource dedicated to the nature of writing in the content-area classroom. The assignments are designed to help teachers implement the objectives of the content and skill-based standards in their own classroom. The ultimate goal of the course is to help teachers use writing effectively with their content curriculum in order to help students comprehend, write for an audience and write for assessment purposes.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Materials

Daniels, Havey, Steven Zemelman and Nancy Steineke. *Content-Area Writing: Every Teacher's Guide*, Portsmouth, New Hampshire: Heinemann, 2007. (ISBN #0-325-00972-4)

Course Requirements

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

National Content / Common Core Standards

The course addresses the National Council of Teachers of English, standards #1-8, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

Learning Objectives / Outcomes

It is the goal of the instructor that students will have a greater understanding of the nature of writing in the classroom and be able to incorporate a variety of writing assignments in their subject area. Please note the national standards (as discussed previously) addressed by each objective.

Students of this course will be able to:

1. Explain and reflect upon the process that students undertake when they write (3, 4, 5).
2. Explain and reflect upon the variety of writing purposes in the classroom, such as writing to learn, writing for a public audience and writing as assessment (1, 3, 4, 5, 6, 12).
3. Discover a variety of writing activities which are appropriate for their content area and will assist students in meeting current standards in their discipline (1, 3, 4, 5, 6, 7, 8, 11).
4. Create a variety of activities and lesson plans that engage students with writing as appropriate for their subject matter (1, 3, 4, 5, 6, 7, 8, 12).
5. Implement a writing process appropriate for their discipline in their own classroom (3, 4, 5, 6, 7, 8, 12).
6. Discover writing resources available to them through professional books, websites, and state resources (11).
7. Effectively use multiple writing strategies in their class on a regular basis (1, 3, 4, 5, 12).
8. Develop their own techniques for assisting students with a variety of writing assignments in their own classroom (1, 3, 4, 5).

Schedule of Topics and Assignments

1. Chapter 1: Writing in the Content Areas - Discussion Form
2. Chapter 2: Writing to Learn - Discussion Forum
3. Chapter 3: Quick-Writes: Easy Writing to Learn Strategies - Activity
4. Chapter 4: Going Deeper with Writing to Learn - Lesson Plan
5. Chapter 5: Public Writing - Discussion Forum
6. Chapter 6: Supporting the Writing Process - Discussion Forum
7. Chapter 7: Shorter Public Writing Projects - Lesson Plan
8. Chapter 8: Running a Writing Workshop - Discussion Forum

9. Chapter 9: More Ambitious Public Writing Projects - Lesson Plan
10. Chapter 10: Writing for Tests and Assessments - Discussion Forum
11. State Standards & Writing
12. Beyond the Text: Using the Internet as a Resource - Discussion Forum
13. Beyond the Text: Using the Internet as a Resource - Wiki

Evidence of Learning

1. Student provided evidence of his/her understanding of the course's objectives and the course text through his/her reflective writing. (Assignments #1, 2, 5, 6, 11, 12)
2. Student designed and implemented lesson plans that demonstrated his/her understanding of the course objectives and the principles of the text. (Assignments #3, 4, 7, 9)
3. Student read a professional teaching text and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles. (Assignments #2, 3, 4, 5, 6, 7, 8, 9, 10)
4. Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans for the classroom. (Assignments #3, 4, 7, 9, 11)
5. Student demonstrated an understanding of his/her state and/or professional teaching standards, and how teaching strategies may be used in the future. (Assignment #3, 4, 7, 9, 11)
6. Student applied ideas from the texts to the classroom. (Assignments #2, 3, 4, 5, 6, 7, 8, 9, 10)
7. Student participates in a professional learning community and extends ideas outside of the course text (Assignments #1, 2, 5, 6, 8, 10, 12, 13)

Grading Policies and Rubrics

All assignments are given individual point values, for a total of 250 points. Grades will be calculated based on the total number of points earned in the course. Please see the grading rubric for detailed breakdowns of each assignment.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Instructor/Student Contact

A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

References/ Resources

Allen, Janet. *It's Never Too Late: Leading Adolescents to Lifelong Literacy*. Portsmouth: Heinemann, 1995.

- Allen, Janet. *Tools for Teaching Content Literacy*. Portsmouth: Stenhouse, 2004.
- Allen, Janet. *More Tools for Teaching Content Literacy*. Portsmouth: Stenhouse, 2008.
- Angelillo, Janet. *Writing to the Prompt: When Students Don't Have a Choice*. Portsmouth, New Hampshire: Heinemann, 2005.
- Buehl, Doug. *Classroom Strategies for Interactive Learning*. New York: International Reading Association, 2008.
- Burke, Jim. *Teacher's Essential Guide: Content Area Writing*. New York: Scholastic, 2009.
- Countryman, Joan. *Writing to Learn Mathematics: Strategies That Work K-12*. Portsmouth, Heinemann, 1992.
- Fisher, Douglas. *50 Content Area Strategies for Adolescent Literacy*. New York: Prentice Hall, 2006.
- Fisher, Douglas. *Improving Adolescent Literacy: Content Area Strategies at Work (2nd Edition)*. New York: Prentice Hall, 2007.
- Gere, Anne, Leila Christenbusy and Kelly Sassi. *Writing on Demand: Best Practices and Strategies for Success*. Portsmouth, New Hampshire: Heinemann, 2005.
- Hinchman, Kathleen. *Best Practices in Adolescent Literacy Instruction*. New York: Guilford Press, 2008.
- Hyde, Arthur. *Comprehending Math: Adapting Reading Strategies to Teach Mathematics*. Portsmouth, New Hampshire: Heinemann, 2006.
- Kashatus, William. *Past, Present & Personal: Teaching Writing in US History*. Portsmouth: Heinemann, 2002.
- Maxwell, Rhoda. *Writing Across the Curriculum in Middle & High Schools*. New York: Allyn & Bacon, 1995.
- Putz, Melinda. *A Teacher's Guide to the Multigenre Research Project: Everything You Need to Get Started*. Portsmouth, New Hampshire: Heinemann, 2005.
- Topping, Donna. *Real Reading, Real Writing: Content Area Strategies*. Portsmouth: Heinemann, 2002.
- Unrau, Norman. *Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures (2nd Edition)*. New York: Prentice Hall, 2007.

Zemelman, Steven, Harvey Daniels and Arthur Hyde. *Best Practice: Today's Standards for Teaching and Learning in America's Schools* (3rd Edition). Portsmouth, New Hampshire: Heinemann, 2005.

Internet Resources

www.ncte.org (National Council of Teachers of English)

www.readwritethink.org (Read, Write, Think)

<http://www.ncpublicschools.org/curriculum/languagearts/secondary/writing/014writinghaven>

<http://www.visualthesaurus.com/cm/teachersatwork/1385/>

<http://school.discovery.com/schrockguide/index.html> (Kathy Shrock's Guide for Teachers)

<http://www.literacymatters.org/content/intro.htm> (Literacy Matters - Content Area)

http://www.glencoe.com/sec/teachingtoday/subject/int_writing.phtml (Glencoe)

<http://www.writingfix.com/>

<http://www.eduplace.com/science/profdev/articles/bowers.html> (Reading & Writing in the Sciences)

http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/teaching_reading_and_writing_content_areas (Teaching Reading & Writing in the Content Area by Dr. Rafael Heller)

www.all4ed.org/files/ReadingWritingAcadContent.pdf

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.