The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Writing Strategies for the Content Areas (K-12)
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

Catalog Description

This course will cover strategies for using Writing as a tool to extend and deepen students' learning in the content areas across all grade levels. Participants will gain practical, research-based strategies for implementing writing instruction in the content areas. The course will explore types of writing, writing to learn, developing content area comprehension through writing, differentiation strategies, and assistive technology in writing. Participants will learn to design content area literacy lesson plans. Emphasis is placed upon aligning writing instruction to Common Core State Standards for content areas.

COURSE PREREQUISITES: None

Learning Outcomes

GLOBAL GOALS OF THE COURSE:
1. Develop an understanding of theories of teaching writing in the content areas and be able to evaluate such theories.
2. Discuss, evaluate, and implement of approaches to teaching writing.
3. Apply the techniques of teaching writing in content area instruction.

INSTRUCTIONAL OBJECTIVES:
1. Develop a knowledge of the basic and current issues in teaching writing in the content areas and be able to evaluate such theories.
2. Explain and execute the components of content area literacy lesson planning.
3. Be able to implement writing in content area instruction.

4. Determine appropriate techniques to differentiate writing in the content areas through writing expectations criterion.
5. Recall, explain, and teach different types of writing.
6. Evaluate the role of technology tools in writing and writing instruction.

Teaching/Learning Strategies
Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

Required Readings
Daddona, Patricia. (2013, February). Writing Across the Common Core Curriculum, Mandates for Success. www.districtadministration.com. Retrieved July 12, 2013 from www.districtadministration.com.

Daniels, H., & Zemelman, S. (2007). Content-area writing: Every teacher's guide. Portsmouth, NH: Heinemann.
-Chapter Two: Writing to Learn
-Chapter Three: Quick Writes: Easy Writing-to-Learn Strategies

Jacobs, Vicki A. "Reading, Writing, and Understanding." Educational Leadership 60.3 (2002): 58-61.

Evaluation Methods
1. <u>One Page Response Journals:</u> Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. <u>Online Discussions:</u> Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. <u>Final Assignment:</u> For the final assignment, participants will develop a content area of choice lesson plan that incorporates writing. The participant is expected to include strategies and research discussed in class. This assignment is due at the close of the course/end of week 6. Participant lesson plans must include the following:

Required Elements

- Grade Level
- Content Area
- Common Core State Standard(s) addressed in lesson
- Lesson Objective
- Writing Strategy/Tool/Activity:
- Procedures: Introduction, Teaching Steps, Closure
- Assessment
- Differentiation
- Reflection: Did incorporating writing into the content area improve this lesson? Explain.

Rubric
- All 9 required elements are included (20 pts)
- Writing strategy/tool/activity is appropriate for grade level and corresponds to lesson objective (20 pts)
- Objectives, Activities, & Assessment are aligned (20 pts)
- Lesson Plan reflects course topics (20 pts)
- Reflection incorporates course topics (20 pts)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at http://www.endicott.edu/academicresources.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at: http://www.endicott.edu/Undergrad/Academic-Calendar.aspx

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
  - Using Writing for Content Area Goals
  - Types of Writing

Required Readings

Daddona, Patricia. (2013, February). Writing Across the Common Core Curriculum, Mandates for Success. www.districtadministration.com. Retrieved July 12, 2013 from www.districtadministration.com.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
  - Writing to Learn Part One
    - Overview
    - Writing as Assessment

Required Readings

Daniels, H., & Zemelman, S. (2007). Content-area writing: Every teacher's guide. Portsmouth, NH: Heinemann.
-Chapter Two: Writing to Learn

Other Assignments
One Page Written Response.

Week Three
- Topics Covered:
  - o Writing to Learn Part Two
    - ▪ Assignments (free write/quick write, double entry journal or summary/response notebook, quick questions, etc.)

Required Readings
Daniels, H., & Zemelman, S. (2007). Content-area writing: Every teacher's guide. Portsmouth, NH: Heinemann.
-Chapter Three: Quick Writes: Easy Writing-to-Learn Strategies

Other Assignments
One Page Written Response.

Week Four
- Topics Covered:
  - o Developing Content Area Comprehension Through Writing

Required Readings
Jacobs, Vicki A. "Reading, Writing, and Understanding." Educational Leadership 60.3 (2002): 58-61.

Other Assignments
One Page Written Response.

Week Five
- Topics Covered:
  - o Content Area Literacy Lesson Planning

Other Assignments
Discussion Post.

Week Six
- Topics Covered:
  - o Differentiation Strategies
  - o Technology Tools in Writing

Other Assignments
Discussion Post.
Final Assignment.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent

Week One
   ● Review Syllabus
   ● Topics Covered:
      o Using Writing for Content Area Goals
      o Types of Writing
 	
Required Readings
Daddona, Patricia. (2013, February). Writing Across the Common Core Curriculum, Mandates for Success. www.districtadministration.com. Retrieved July 12, 2013 from www.districtadministration.com.
 	
Other Assignments
One Page Written Response.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Two
   ● Topics Covered:
      o Writing to Learn Part One
          ▪ Overview
          ▪ Writing as Assessment
 	
Required Readings
Daniels, H., & Zemelman, S. (2007). Content-area writing: Every teacher's guide. Portsmouth, NH: Heinemann.
-Chapter Two: Writing to Learn
 	
Other Assignments
One Page Written Response.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Three
   ● Topics Covered:
      o Writing to Learn Part Two
          ▪ Assignments (free write/quick write, double entry journal or summary/response notebook, quick questions, etc.)
 	
Required Readings
Daniels, H., & Zemelman, S. (2007). Content-area writing: Every teacher's guide. Portsmouth, NH: Heinemann.
-Chapter Three: Quick Writes: Easy Writing-to-Learn Strategies
 	
Other Assignments
One Page Written Response.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<u>Week Four</u> ● Topics Covered: o Developing Content Area Comprehension Through Writing **Required Readings** Jacobs, Vicki A. "Reading, Writing, and Understanding." Educational Leadership 60.3 (2002): 58-61. **Other Assignments** One Page Written Response.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Five</u> ● Topics Covered: o Content Area Literacy Lesson Planning **Other Assignments** Discussion Post.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<u>Week Six</u>
● Topics Covered:
   o Differentiation Strategies
   o Technology Tools in Writing
 	
Other Assignments
Discussion Post.
Final Assignment.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

		Total 135 hours

* Syllabus is subject to change.