

Marylhurst University Department of Education

Preparing professional educators who demonstrate excellence in teaching, commitment to social justice and courage in advocacy, through collaboration with students, families, and communities

**Master of Arts in Teaching
Spring 2017: Secondary Cohort
EDU 531: Writing & Literacy in the Content Areas
Course Credits: 3**

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This course pertains to:

Early Childhood/Elementary Authorization ESOL

Reading Endorsement

Middle School/High School Authorization

Meeting Times & Location: Class will meet on the following Mondays (April 3, 10, 17, 24, May 1, 8, 15, 22, June 5, 12) from 6:10p.m. until 9:10 p.m. Location: BP John 302.

Catalogue Course Description: This course examines the writing process as it helps adolescents gain concepts and deeper understanding of subject-area content. Candidates will experience writing about subject-area content, the learning process, and unique issues specific to subject area discipline. Candidates will also develop assessment skills by developing writing-trait rubrics. Course will include hands on technology integration, laptop recommended.

Extended Course Description:

Writing in the content area is an MAT required course for middle and secondary teachers. The course will survey best practices in writing and lay the foundation for writing as an integral process for content area learning. Students who complete the course will have lesson plans and best practice models for future course syllabi that use writing as a method to demonstrate student thinking and content mastery. The course will integrate state content and writing standards, grading and graduation requirements for middle and high school student.

Students will frequently collaborate on in-class presentation of writing strategies specific to content area teachers. Students will research and examine appropriate strategies to employ with 6th-12th grade students who may struggle with literacy skills or those students who may be diagnosed with Dyslexia. Critical Friends protocols of examining text and student work will be demonstrated. Completion of a writer's reflection journal and portfolio of learning will be evidence of student thinking. Frequent in class writing will be required, laptops are recommended.

Students are required to develop and give a writing assignment to a group of at least 5 students.

Prerequisites:

Admission to the MAT, or M.Ed program

Resources and texts:

Urquhart, V. & McIvan, M. (2005). *Teaching writing in the content areas*. ASCD
Wiggins, G. & McTighe, J. (2005) *Understanding by design*, (2nd Ed.), Washington D.C.:
Merrill/Prentice Hall.

Writing Next (2007) Carnegie Corp. available online
<http://www.all4ed.org/publications/WritingNext/WritingNext.pdf>

Additional resources you'll explore during our time together:

- <http://www.habits-of-mind.net/>
- <http://www.literacymatters.org/content/readandwrite/writing.htm>
- <http://www.ode.state.or.us/>
- http://www.newhorizons.org/strategies/front_strategies.html
- <http://www.nwp.org/cs/public/print/doc/resources/topics.csp>

Essential questions:

- What role does writing play in our learning and understanding?
- What role does planning and assessment have in teaching writing across content areas?

COURSE ALIGNMENT

Course Goal	Assessment	IDA Standards	TSPC, TSPC /InTASC Standard, Conceptual Framework
Understand why students should write in the content areas	Research and participate in class discussions about writing/writing challenges in specific content areas. Unit Lesson Plans	E.5 Structured Language Teaching: Text Comprehension, 4	TSPC: (1a) Content-knowledge (1b) pedagogical content knowledge (1c) professional & pedagogical content knowledge. Content Knowledge: [InTASC #4 j, k, n] 584-420-0016 Dyslexia Instruction Program Standards, Subsection 5 Conceptual Framework: <i>Excellence in teaching,</i>
Understand the variations in expectations for writing from both content area teachers and English teachers	Unit Lesson Plans containing content & literacy standards/objectives/assessments Peer review		TSPC (1b) – Pedagogical content knowledge Instructional Practice Planning for Instruction: [InTASC #7g, k] Conceptual Framework: <i>Excellence in teaching</i>
Understand and demonstrate how writing can deepen understanding of content knowledge	Annotated Bibliography (portfolio artifact) and other in class assignments(e.g. using different types of graphic organizers...)	E.5 Structured Language Teaching: Text Comprehension 4,6	TSPC (1d)-Student Learning Instructional Practice Instructional Strategies: [InTASC #8 a ,c, e, h, n, o] 584-420-0016 Dyslexia Instruction Program Standards, Subsection 5 Conceptual Framework: <i>Excellence in teaching</i>
Understand how writing is a method of reflection, self-assessment and metacognition	Journal entries "I am From" poem	A.Knowledge: 4,6,7	TSPC (1d) Student Learning Assessment: [InTASC #6 d, g, j, l] 584-420-0016 Dyslexia Instruction Program Standards, Subsection 5

			Conceptual Framework: <i>Excellence in teaching</i>
Understand elements of effective backward design including essential questions, assessment & importance of planning	Classroom Organization Map (portfolio artifact) and other assignments TBD		TSPC (1c) Professional & pedagogical content knowledge Inst. PracticePlanning for Instruction: [InTASC # 7 b, f, l, p] C.F. Excellence in Teaching

Course Outcomes	Unmet	Emerging	Basic	Proficient
Understand why students should write in the content areas	Candidate is unable to understand why students should write in the content areas	Candidate is able to list why students should write in the content areas	Candidate is able to explain and understand why students should write in the content areas	Candidate is able to explain, understand and demonstrate a variety of reasons why students should write in the content areas
Understand the variations in expectations for writing from both content area teachers and English teachers	Candidate is unable to understand the variations in expectations for both content area teachers and English teachers	Candidate is able to understand the variations in expectations for both content area teachers and English teachers	Candidate is able to understand and identify the variations in expectations for both content area teachers and English teachers	Candidate is able to understand and demonstrate the variations in expectations for both content area teachers and English teachers
Understand and demonstrate how writing can deepen understanding of content knowledge	Candidate is unable to understand and demonstrate how writing can deepen understanding of content knowledge	Candidate is able to understand how writing can deepen understanding of content knowledge	Candidate is able to understand and demonstrate how writing can deepen understanding of content knowledge	Candidate is able to understand and demonstrate how a variety of writing tasks can deepen understanding of content knowledge
Understand how writing is a method of reflection, self-assessment and metacognition	Candidate is unable to understand how writing is a method of reflection, self-assessment and metacognition	Candidate is able to explain how writing is a method of reflection, self-assessment and metacognition	Candidate is able to explain and understand how writing is a method of reflection, self-assessment and metacognition	Candidate is able to explain, understand and demonstrate how writing is a method of reflection, self-assessment and metacognition
Understand elements of effective backward design including essential questions, assessment & importance of planning	Candidate does not understand the elements of effective backward design including essential questions, assessment & importance of planning	Candidate understands the elements of effective backward design including essential questions, assessment & importance of planning	Candidate is able to understand and apply the elements of effective backward design including essential questions, assessment & importance of planning	Candidate is able to understand, apply and self-assess the elements of effective backward design including essential questions, assessment & importance of planning

Assessment and Evaluation Overview

This course will involve students in the following methodologies:

- Lecture/presentation/technology use that models effective writing practices to provide information about specific topics related to the course.
- Active reading within and beyond texts.
- Written reflection of their own writing skills and analyze how those skills were or were not developed through education, external influences and job related writing.
- Projects and essays: activities designed to assist students in developing the knowledge skills and dispositions outlined for the course.
- Role play and presentations: reciprocal teaching demonstrations of specific content area writing strategies, presented individually and in collaborative teams.

Purposes of the Course

This course has 5 purposes:

1. To introduce and investigate how writing enhances and demonstrates understanding of content area learning for secondary learners
2. To understand and critique major issues and key research in the field of writing in the content areas
3. To understand and demonstrate key strategies that support increasingly difficult writing tasks for secondary learners.
4. To understand the challenging context of the range of secondary learners, and differentiation instruction for struggling, on grade level, and highly capable learners.
5. To understand and demonstrate writing strategies that align best with specific content areas

COURSE REQUIREMENTS

Candidates are required to:

- Come prepared and on time to class sessions
- Have assignments completed on agreed upon date
- Act in a professionally appropriate manner
- Observe and follow class developed norms and agreements
- Fully participate in ways that adds to individual and group learning
- Write in class; preferably using a laptop

MARYLHURST WRITING STANDARDS

Writing is one of the central activities through which students learn, communicate, and demonstrate learning. Academic writing differs from other forms of writing in that it usually:

- is appropriately narrow in focus,
- presents an argument based on sound critical thinking,
- draws upon and properly acknowledges the work of others, and
- presents new understanding in an organized fashion.

Unless otherwise indicated by the instructor, all writing in Marylhurst University classes, from electronic bulletin boards, to personal essays, to formal research papers, will be evaluated on the basis of Standard American English, quality, creativity, effectiveness of argumentation and reasoning, and accuracy of information. In addition, academic writing will be evaluated on the selection and use of appropriate supporting material.

Documentation Style: Any information not original to the student must be cited in a recognized format—for example, APA, MLA, or Chicago—appropriate to the academic discipline.

Preventing Plagiarism: Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation. Plagiarism is grounds for disciplinary action at Marylhurst. It is a student's responsibility to understand plagiarism and its consequences. Students should consult their instructor, their department chair, the Writing Center, or staff at Shoen Library if they have any questions about preventing plagiarism.

Plagiarism occurs if:

1. The student doesn't cite quotations and/or attribute borrowed ideas.
2. The student fails to enclose borrowed language in quotation marks.
3. The student doesn't write summaries and paraphrases in his/her own words and/or doesn't document his/her source.

4. The student turns in work created by another person (for example, another student, downloaded from the Internet, and so forth.).
5. Students who submit or use their own prior work for a current course or work from one current course in another course without express permission from their professors may also be guilty of academic dishonesty.

Consequences:

If it is determined that a student has plagiarized or engaged in other forms of academic dishonesty, the student will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action by the Dean of Students. Engaging in plagiarism and other forms of academic dishonesty can result in dismissal from the university. For additional information, see “Academic Honesty” in the Conduct Code section of this *Handbook*.

Writing Resources: Marylhurst’s undergraduate program has adopted a writing handbook, Diana Hacker’s *A Writer’s Reference*, 6th Edition, to help students develop their writing skills. The handbook can be accessed online at <http://dianahacker.com/writersref/> or is available in the Marylhurst bookstore. Writing help is also available at the Marylhurst Writing Center that is located on the ground floor of Shoen Library. Call for an appointment at 503.699.6277 or email writing@marylhurst.edu.

Student Rights and Responsibilities: All members of the Marylhurst community are expected to act in ways that foster the university’s primary function of education. Conduct that interferes with this educational responsibility will be dealt with directly.

- Please refer to the Marylhurst University Student Handbook, for specific information about student rights and responsibilities, as well as the policies and procedures. The *Handbook* is available online at: www.marylhurst.edu/studenthandbook
- For further information contact the Office of the Provost at 503.534.4056 or provost@marylhurst.edu.

Need For Accommodations: Students who experience disabilities are encouraged to contact the Coordinator of Accessibility and Disability Services at 503.636.8141, ext. 3344; 1.800.634.9982, ext. 3344; TTY 503.699.6301; or email adaservices@marylhurst.edu for assistance in requesting classroom accommodations.

IMPORTANT NOTICE REGARDING ACADEMIC POLICIES**Course Completion**

- Students are expected to complete all courses for which they register.
- Dropping a Course: Students may drop a course without penalty until the published add/drop deadline.
- Withdrawal From A Course: Students who encounter unexpected difficulties after the add/drop deadline may officially withdraw from the course through the Office of the Registrar through the last scheduled class meeting (or last class date for online courses) as per the Schedule of Courses.
- Incomplete: An Incomplete (I) grade may be granted at the discretion of the instructor when:
 1. No more formal instruction is needed;
 2. At least 75% of the coursework (e.g., assignments, class participation) has been completed; and
 3. The quality of work has been satisfactory; but
 4. Some coursework cannot be completed before the grading deadline due to illness or unexpected circumstances beyond the student’s control.
- The Incomplete is granted for a period of one academic term.
- For more information on course completion and other academic policies, see www.marylhurst.edu/registrar/policies.php or the Marylhurst University Catalog.

ABOUT THE INSTRUCTOR

Dr. Katie Vincent is the Coordinator of the Reading Endorsement Program at Marylhurst University. She also works closely with MAT students in her role as a clinical practice mentor and Field Experience instructor. Additionally, she mentors first year teachers who are MU graduates. Dr. Vincent has over 30 years of experience working in various capacities as an educator in the Portland metropolitan area and can’t think of any more rewarding vocation than that of being an educator!