

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

ENGL 654

METHODS OF TEACHING WRITING ACROSS THE CURRICULUM

COURSE DESCRIPTION

This course is a study of the theories, practices, and different scenarios of writing to learn, including pedagogy of 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. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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

III. RECOMMENDED RESOURCES

- A. Fisher, D., et al. (2014). *50 Instructional routines to develop content literacy* (3rd ed.) New York, NY: Pearson. ISBN: 978-0-13-334796-8.
- B. Harris, M. G. (2018). *Prentice hall reference guide* (10th ed.) New York, NY: Pearson. ISBN: 978-0-13-442786-7.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

- E. 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>
- F. 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. Employ 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. Examine the 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. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board forums (6)

The candidate will participate in Discussion Board forums intended for interactive reflection. Each forum will be completed in two parts: an original thread in response to the instructor’s prompt and two replies to classmates’ threads. This constitutes minimum participation. In order to earn full credit for each forum, you must post at least 4 times (one initial thread and three replies). Each part of the forum should be submitted by the stated due date and time provided in the relevant modules.

D. Journal Entries (6)

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.

E. Lesson Plans (2)

During the course, the candidate will be directed to create 2 lesson plans for various types of writing assignments based on specific topics provided by the instructor.

F. Grading Rubric

Candidates will choose a writing assignment within their own content area 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.

G. 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.

H. Annotated Bibliography

During Module/Week 6, the candidate will select 5 articles from scholarly sources that integrate writing strategies in various content areas and compile an Annotated Bibliography that includes both a summary and critical analysis of the article formatted in proper APA style. The articles will be used as support in the final Presentation assignment submitted during Week 8.

I. Linked Assignment Instructions Sheet

Beginning in Module 6 and completing in Module 7, the candidate will develop an assignment instructions document that incorporates a theme or topic across 2 content areas. The instructions must contain some writing component.

J. 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.

K. Presentation

The candidate create an electronic presentation that convinces colleagues of the importance of writing in ALL content areas. At least 3 sources from the Annotated Bibliography will be incorporated as support, and at least 2 of the sample assignments from the course will be integrated into the 10+ slide presentation formatted using proper APA style.

L. 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.

VII. COURSE GRADING AND POLICIES

A. Points

| | |
|--|-----|
| Course Requirements Checklist | 10 |
| Class Introductions | 10 |
| Discussion Board forums (6 at 30 pts ea) | 180 |
| Journal Entries (6 at 30 pts ea) | 180 |
| Lesson Plans (2 at 40 pts ea) | 80 |
| Grading Rubric | 30 |
| Writing Expectations Handout | 30 |
| Graphic Organizer | 40 |
| Annotated Bibliography | 50 |
| Linked Assignment Instructions Sheet | 100 |
| Reading Quiz 1 (Modules 1–4) | 100 |
| Reading Quiz 2 (Modules 5–7) | 100 |
| Presentation | 100 |

Total 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 720–739
 D- = 700–719 F = 699 and below

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

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

ENGL 654

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

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-----------------|--|---|-----------------------|
| 1 | Strong: ch. 1 1 lecture 1 lecture note | Course Requirements Checklist Class Introductions Journal Entry 1 Lesson Plan 1 | 10 10 30 40 |
| 2 | Strong: ch. 2 1 article 3 lecture notes | DB Forum 1 Journal Entry 2 Begin Annotated Bibliography | 30 30 0 |
| 3 | Strong: chs. 3, 5 1 lecture note | DB Forum 2 Journal Entry 3 Lesson Plan 2 | 30 30 40 |
| 4 | Strong: chs. 4, 6, & Appendix E 3 websites 1 lecture note | DB Forum 3 Journal Entry 4 Grading Rubric Reading Quiz 1 | 30 30 30 100 |
| 5 | Strong: chs. 7–8 1 lecture note | DB Forum 4 Journal Entry 5 Writing Expectations Handout | 30 30 30 |
| 6 | Strong: ch. 9 2 websites | DB Forum 5 Annotated Bibliography Begin work on Linked Assignment Instructions Sheet | 30 50 0 |
| 7 | Strong: ch. 10 1 lecture note | Journal Entry 6 Linked Assignment Instructions Sheet Reading Quiz 2 | 30 100 100 |
| 8 | Strong: Appendix D 1 article 1 lecture note | DB Forum 6 Graphic Organizer Presentation | 30 40 100 |
| TOTAL | | | 1010 |

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.