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
IV. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with internet access (broadband recommended)
B. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)
C. 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
D. 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. Demonstrate 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. Demonstrate expertise in the knowledge, skills, and 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: a 200–250-word original thread in response to the instructor’s prompt and at least two 100-word replies to classmates’ threads. Each part of the forum must be submitted by the stated due date and time provided in the relevant modules.

D. Journal Entries (7)

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 (3)

During the course, the candidate will be directed to create 3 lesson plans for various types of writing assignments. Lesson Plan 1 and Lesson Plan 2 will be completed individually based on specific topics provided by the instructor. For Lesson Plan 3, the candidate will work with a small group of classmates to develop a writing assignment topic that incorporates multiple content areas. Then, each group member will independently create and submit one lesson plan for a specific content area based on the group’s chosen topic and division of work.

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. 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.

J. 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.

K. 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Class Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board forums (6 at 30 pts ea)</td>
<td>180</td>
</tr>
<tr>
<td>Journal Entries (7 at 30 pts ea)</td>
<td>210</td>
</tr>
<tr>
<td>Lesson Plans (2 at 40 pts ea, 1 at 70 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>Grading Rubric</td>
<td>30</td>
</tr>
<tr>
<td>Writing Expectations Handout</td>
<td>30</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>40</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Reading Quiz 1 (Modules 1–4)</td>
<td>100</td>
</tr>
<tr>
<td>Reading Quiz 2 (Modules 5–7)</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 1010

B. Scale


C. Disability Assistance

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

VIII. BIBLIOGRAPHY


# COURSE SCHEDULE

**ENGL 654**


<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 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 | 30
30 |
| 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
Draft of LP3 Group Wiki | 30
30
30
0 |
| 6 | Strong: ch. 9
2 websites | DB Forum 5
Journal Entry 6
Annotated Bibliography | 30
30
50 |
| 7 | Strong: ch. 10
1 lecture note | Journal Entry 7
Lesson Plan 3 (group)
Reading Quiz 2 | 30
70
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.