

COURSE TITLE: WRITING STRATEGIES THAT WORK FOR EVERY CLASSROOM

**WA CLOCK HRS: 30
OREGON PDUs: 30**

**NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]**

**INSTRUCTOR: Stacey Shaw
stacesha@gmail.com**

COURSE DESCRIPTION:

Every teacher knows those students who love to show what they know by speaking, but struggle to produce writing that reflects their understanding. We have all encountered students who lack confidence in their writing or who struggle with it to the point that they stop trying to improve in this area. The best way to engage less confident writers is to give them something powerful to think about. The Discourse and Writing Cycle explores writing as a means to focus student thinking, fuel deeper learning, and build complex understanding in English, social studies, math, and science. This course will help teachers to implement strategies that support young writers to unlock their own writing skills and abilities. Students will learn to use discussion to connect their thinking to inspired writing.

This course is appropriate for 4th through 12th grade teachers. Required text: The Better Writing Breakthrough Connecting Student Thinking and Discussion to Inspire Great Writing, is approximately \$20 to \$25 used/new through Amazon or another bookseller of your choice.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Understood the explicit use of discussion strategies to enhance student writing.
- Demonstrated knowledge of the theory and practice of the Discourse and Writing Cycle.
- Demonstrated understanding of a variety of practical instructional methodologies to deepen student thinking and written work.
- Evaluated their own use and understanding of Socratic seminar and discussion practices in language arts instruction.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor

numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing ISBN# 1416618848 by Eleanor Dougherty, Laura Billings, Terry Roberts.

- ***The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing***
ISBN# 1416618848
by Dougherty, Eleanor, Billings, Laura, Roberts, Terry
ASCD

[Buy from Amazon](#)

MATERIALS FEE

Text, *The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing* is approximately \$20 to \$25 from Amazon.com.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #1: COURSE FORUM: Introduce Yourself

Introduce yourself in 250 to 500 words (1 to 2 pages). Include your background, experience in education, and reasons for taking this course.

Assignment #2: COURSE FORUM: Your own writing experience

Read pages 1-16. Reflect on your own experience with learning to write academically in middle school, high school, and college.

- What are some of the ways that you remember learning to write?
- Was dialogue a part of your learning?
- Which teachers (if any) made an impact on your writing ability, confidence and style and why?

Write a 250 to 500 word reflection paper.

Assignment #3: Writing prompts

Read pages 17-36. Write a 2 to 3 page paper addressing the question, "What makes a good DWC prompt?" and explain your reasoning. In addition, complete the exercise on page 35, and include the two paragraphs that you write for the prompts in your summary paper.

Assignment #4: COURSE FORUM: Seminars

Read pages 37-58. Research the website Paideia.org. Answer the question on page 51: "How do you see seminars fitting into a unit of study in your classroom?" and in a 250 to 500 word description paper give a specific example of how you would use the seminar process.

Assignment #5: COURSE FORUM: Writing Sequence

Read pages 59 to 76. Identify and briefly describe the writing sequence in this section and answer the "Check your Thinking" question on page 76. What advice would you give the teacher in the scenario described? Write a list detailing 5 strategies that would benefit this teacher.

Assignment #6: Discourse and Writing cycle

Read pages 77 to 105. This section describes in detail the Discourse and Writing Cycle used by an 8th grade science teacher. Write a 1- 2 page reflection on the lessons and methods used by this teacher. Consider your own experience with students. How would this DWC cycle work with your grade level, in your subject area, and in your current school culture? What do you think is most important in the DWC cycle? Would you change anything that this teacher did or used in his lessons?

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #7: COURSE FORUM: Big Ideas

Read pages 106 to 126. Consider the question posed on page 114: "What are the big ideas that you build your units of study around?"

- How would you design a DWC lesson in your content area that emphasizes historical thinking?
- Design a DWC lesson outline that includes the Common Core standard(s) that are applicable to the lesson.

Assignment #8: Lesson plan

Read pages 127 to 153. Read each lesson plan outlined in this section. Choose one to teach or to use as a template to create your own plan to teach. If possible in your situation, teach the lesson and write a reflection on the experience and outcome. If teaching the lesson is not possible in your situation, share the lesson plan that you choose or create with a colleague and write a reflection on your discussion about DWC. Reflection should be 250 to 500 words. Upload your lesson plan using the tab below.

Assignment #9: Additional lesson plan

Use page 160 to develop a lesson plan that follows this format. Create a plan that will apply to your grade level and content area if currently teaching and upload the lesson plan using the tab below.

Assignment #10: (500 Level ONLY)**Option A)**

Create and submit a 3 to 6 minute video presentation explaining the sequence of the DWC cycle.

OR

Option B)

Create a bibliography of at least 10 resources applicable to teaching writing using discourse, seminar, reflection, and discussion.

OR

Option C)

An assignment of your own choice with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #11: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 350-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Stacey Shaw, M.Ed. has years of experience as an instructor at the middle school and elementary school levels. She has taught all ages, from kindergarten through college in subjects ranging from English Language Arts and Social Studies to English as a Second Language and Spanish.

Stacey learned a second language as an adult and understands first-hand the processes involved in second language acquisition. She has a passion for language and a track-record of developing highly successful ELL and Spanish literacy programs for second language learners.

Stacey received her Bachelor of Arts from The Evergreen State College in 1992. Her undergraduate studies focused on bilingual education, Spanish language, and Latin American Studies. She received her Master of Arts in Education from Prescott College in 2003. Stacey is currently working on her Doctorate of Education at Lewis and Clark College.

BIBLIOGRAPHY

WRITING STRATEGIES THAT WORK FOR EVERY CLASSROOM

Walsh, Jackie Acree, Sattes, Beth Dankert. Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking, Association for Supervision & Curriculum Development, 2015, 223 pages, ISBN 978-1416620983 This text offers excellent strategies to engage students in discussion that will greatly enhance critical thinking and promote higher level written work.

Hochman, Judith C., Wexler, Natalie. The Writing Revolution: A Guide to Advanced Thinking Through Writing in All Subjects and Grades. Jossey-Bass; 1 edition, 2017, 312 pages. ISBN 978-1119364917 The Writing Revolution gives clear, coherent, evidence-based methods of instruction that you can use no matter what subject or grade level you teach.

Serravallo, Jennifer. The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers, Heinemann, 2017, 424 pages, ISBN 978-0325078229

Cruz, M. Colleen. The Unstoppable Writing Teacher: Real Strategies for the Real Classroom, Heinemann, 2015, 176 pages, ISBN 978-0325062488

Gallagher, Kelly. Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts 1st Edition, Stenhouse Publishers; 1 edition, 2011, 272 pages, 978-1571108968