



Writing Into the Content Areas

Summer 2020 ~ Non-Credit Class

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Class Meeting Time: Online, Self-Paced

Class Description: This course examines strategies for integrating writing across the content areas. We will explore how to help grade K-12 students develop their identities as writers and readers as they learn how to negotiate texts, expand their vocabulary, and use writing as a tool for understanding and expressing who they are. Together, we will learn a variety of approaches for supporting diverse learners and helping each student in our classroom to develop a rich literary life.

Class Overview: To teach writing you must be a writer. To be a writer, you do not need to publish in the *Paris Review* or have a debut novel on the New York Times Best Seller List. To be a writer, you simply need to write. You may write in a journal that nobody ever sees, maybe you are working on a blog post for [Edutopia](#), or perhaps you just mustered the courage to start that short story that has been brewing inside you for many years. However you decide to engage, your charge is simply to write, put pen to paper, bang on that keyboard, just write! As a writer, you will share with your students your own writing struggles and celebrations. For that reason, this course begins by thinking about your own writing life and then jumps into how to engage students in the writing process, and there is no one writing process, as they write to learn across the content areas. Much of what we will learn will invite students to tap into their creativity. This approach captures students' attention, helps them to develop a love of writing, and is reflective of current brain research which shows that when we engage in learning that is meaningful, novel, and diverse in perspective our understandings deepen and new information is more likely to move from short-term to long-term memory.

This class is designed to be self-paced and does not require participants complete the work at the same time or participate in activities or discussions at the same time. However, reviewing what your fellow participants post and initiating discussions with them will greatly enhance your learning and overall experience.

Text: No text is required for this class. Readings will be posted online.

Goals & Objectives:

- ★ Explore and develop our own writing identity
- ★ Read like writers
- ★ Use writing as a tool for understanding and sharing new knowledge
- ★ Create a Writing Workshop
- ★ Create diverse genres to invite deep learning, creativity, and choice
- ★ Assess and e-VALUE-ate, or find value, in our writing and the writing of others
- ★ Apply these skills to teaching students how to write to learn

SCHEDULE		
Dates	Topics	Assignments Due Each Week Friday by Midnight
Module 1 Week 1 ~ June 29	Get to Know Each Other Quick Write: 6 Word Memoir Reading Like a Writer: Exploring Your Own Writing Identity and Getting in the Trenches Mini-Lessons: Writing Territories, Show Not Tell, Opening Lines Great Resource: NWP	Get to Know You (Discussion Board) Quick Write: 6 Word Memoir (Discussion Board) Re-VISIONED Writing = graded assignment (Assignments)
Module 2 Week~July 6	Quick Write: This I Believe Brain Research on Creativity That Drives Writing Instruction Writing Across the Curriculum Using Narratives: RAFT, Letter Text, Menu, & ABC Book, Top 10 Reasons, Interview, Report Cards, Fieldnotes, & Two Voice Poems Mini-Lesson: So What? & SOFT / S1FT Great Resource: Nancie Atwell's Mini-Lessons Resource / LINK to Book / LINK to School	What are your reading? Quick Write: This I Believe Article Reading Discussion Board (Creativity and Neuroscience) Multi Genre Draft #1 ~ Narrative = graded assignment How is it Going? Survey
Module 3	Quick Write: Spoken Word Poetry	What are you reading?

<p>Week 3~July 13</p>	<p>Writing Across the Curriculum Using Visuals: Graphic Novel, 30 Second Teaser, Artifact, and Wordle, and Found Poetry</p> <p>Writing Across the Curriculum Using Performance: Infomercial, Demonstration, Reader's Theater, Fashion Show, Spoken Word Poetry, PSA, Tableaux, & Ignite (2.5 minutes/ 10 slide presentation), Graduation Speech, TED Talk</p> <p>Mini-Lesson: Character Questions</p> <p>Great Resources: My Favorite Writing Books</p>	<p>Quick Write: Spoken Word Poetry</p> <p>Multigenre Draft #2 ~ Performance Genre or Visual = graded assignment</p>
<p>Module 4 Week 4~July 20</p>	<p>Quick Write: A Choice of Three</p> <p>Response: What did you like? What did you hear me say? What picture was created in your mind? What questions do you have? What should I do next?</p> <p>Writing as Critical Pedagogy</p> <p>Writing Across the Curriculum Using Tech Tools: Blabbarize, Educreation, Glogster, Voki, PollEverywhere, VoiceThread, Toontastic, Timeglider, Storybird, & Popplet</p> <p>Mini-Lesson: Watermelon and Seeds, Thoughtshots, Cross Out 10 Words</p> <p>Assessment and E-VALUE-ation</p>	<p>What are you reading?</p> <p>Quick Write: Where poetry hides? OR Hacklearning</p> <p>What is Critical Literacy?</p> <p>E-VALUE-ation</p> <p>Multigenre Draft #3 ~ IGNITE = graded assignment</p> <p>Course evaluation</p>

Explanation of Class Assignments: Instructions are provided for all assignments within the online class modules.

1. ***Participate in Class Activities:*** Each module will offer several opportunities to engage in the content we are learning by posting on the Discussion Board and responding to the postings of your peers.

2. **Re-VISION-ed Writing:** During your first class, you will engage in the writing process yourself as you write an initial draft on a topic of your choice and then re-VISION it using strategies shared in class.
3. **3 Multigenres Entries:** Brain research shows that when you “expand how you show” you “grow what you know.” In keeping with that research, you will learn and “try out” strategies for showing content knowledge across diverse genres. These lessons and ideas can be easily implemented the next day in your middle and high school classrooms.
4. **Ignite (2.5 minutes/ 10 slide presentation):** For your final assignment, you will reflect on what you learned and highlight what strategies and ideas you might use in your own classroom by creating an IGNITE presentation. IGNITEs are modeled off of Pecha Kucha presentations which are 20 slides, spending 20 seconds on each slide. IGNITE presentations are simplified Pecha Kuchas and challenge you to create 10 slides, spending 15 seconds or less on each one, for a total of 5 minutes or less. Examples and detailed directions will be shared in class.
5. **E-VALUE-ation:** As teachers, part of our job is to evaluate our students. To do this work, we must first learn how to find value in our work. At the end of this class, you will create an E-VALUE-ation, where you reflect on your own growth and development and think about how you could use this approach to celebrate and support the middle and high school students in your classrooms.

Class Grading:

Participation in Class Activities (Discussion Board)	70 points
Re-VISION-ed Writing	25 points
3 Multigenres Entries	75 points (25 points each)
E-VALUE-ation	20 points
TOTAL	190 points

Grading Scale: Non-credit classes are Pass/Fail. A minimum percentage of 80% is required to pass. You will need 160 out of the total 200 points to pass.

Class Policies:

Student Responsibility: It is your responsibility to inform yourself of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation

or assert that they were not informed of the regulation by an advisor or other authority.

Communication Policy: The instructor will respond to student messages within 24-48 hours, generally through email. For all assignments, feedback will be delivered within one week of the due date.

Attendance & Participation Policy: Attendance for online courses is determined by how many times and for how long you access the Canvas course (this information is available for each student to the instructor), your participation in the assignments, and your timeliness in submitting requested work or response. Online courses can get away from you if not carefully scheduled. Take the time to review your online commitments, schedule regular and consistent time to be online, and stick to the schedule. You are expected to participate in all Canvas activities. Failure to participate in Canvas activities may impair academic performance and result in a lower grade. You must assume full responsibility for an online presence.

Technical Assistance: Please contact our office for assistance with Canvas: Shelly Madden, Professional Studies Coordinator, maddenrr@longwood.edu Office Phone: (434) 395-2719 or Cell Phone: (434) 808-2496.

Class Evaluation: At the conclusion of the course, each student will have the opportunity to evaluate the class and instructor through Canvas. Your feedback is important to us. Please take the time to complete the online evaluation.