

Writing Strategies for Increasing Achievement in Any Content Area

GRADES 6–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Regardless of the subject, the process of improving writing skills often leads to greater comprehension of subject matter. In this course, educators are provided with a systematic, step-by-step approach to teaching writing that helps boost student proficiency. Educators can also learn how to help students break down the writing process into manageable tasks using the structured process approach. They learn specific strategies for teaching students to write simple and complex arguments that encourage critical thinking, informative or explanatory pieces that deepen their understanding, and personal and fictional narratives that engage their interest in a particular subject. While content-area educators benefit from the course's step-by-step strategies, traditional writing educators can learn new research-based techniques.

This course is designed for grades 6–12 classroom teachers, lead teachers, content-area teachers, and instructional coaches.

COURSE TOPICS

- Approaches to writing instruction
- Teaching fictional narrative
- Teaching personal experience narrative
- Teaching argument writing
- Teaching students to write a comparison and contrast
- Teaching students to write a research paper
- Teaching informative/explanatory writing

COURSE OUTCOMES

By the end of the course, educators will:

- Analyze various approaches to teaching writing.
- Apply the Structured Process Approach to teaching narrative, argument, and informative/explanatory writing.
- Evaluate the role of technology in writing and writing instruction.
- Analyze opportunities to incorporate technology tools into writing instruction.
- Apply effective feedback practices.
- Apply criteria to assess student writing.
- Analyze the implications of the Common Core State Standards for Writing on current instruction.
- Analyze effective practices for engaging students in discussions about writing.

WRITING STRATEGIES TO INCREASE ACHIEVEMENT IN ANY CONTENT AREA

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Assignments** help educators explore concepts and make connections between the content and their teaching practice. Point values for assignments are indicated next to the title of each assignment. Submission guidelines are provided within the context of each assignment.
- **Study Team Discussions (print & DVD) or Discussion Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Check Your Understanding** questions provide educators with instant feedback on their understanding of the course materials.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Writing Strategies to Increase Achievement in Any Content Area*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2011). *Writing strategies to increase achievement in any content area*. Baltimore: Executive Producer.
- The course textbook(s):
 - Smagorinsky, P., Johannessen, L. R., Kahn, E. A., McCann, T. M. (2010). *The dynamics of writing instruction*. Portsmouth, NH: Heinemann.
 - Hillocks, G. W. (2011). *Teaching argument writing, Grades 6–12*. Portsmouth, NH: Heinemann.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - Writing Strategies to Increase Achievement in Any Content Area
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2011). *Writing strategies to increase achievement in any content area*. Baltimore: Executive Producer.
- The course textbook(s):
 - Smagorinsky, P., Johannessen, L. R., Kahn, E. A., McCann, T. M. (2010). *The dynamics of writing instruction*. Portsmouth, NH: Heinemann.
 - Hillocks, G. W. (2011). *Teaching argument writing, Grades 6–12*. Portsmouth, NH: Heinemann.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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EDUCATION EXPERTS

George Hillocks, Jr., Ph.D.

Dr. Hillocks, professor emeritus, departments of Education and English Language and Literature at the University of Chicago, is one of the world's leading authorities on writing instruction. He and his students in the Master of Arts in Teaching program have successfully taught writing in Chicago schools for more than 25 years. In 1997 he won the NCTE David H. Russell Award for Distinguished Research in the Teaching of English for his book *Teaching Writing as Reflective Practice*. In 2004 he received NCTE's Distinguished Service Award. In 2008, Dr. Hillocks' book *Narrative Writing* won the NCTE Richard Meade award and in 2010, Dr. Hillocks was the recipient of the Distinguished Lifetime Researcher Award given by the National Conference on Research in Language and Literacy. Dr. Hillocks has written extensively on effective practices in writing instruction including *The Testing Trap*; *Ways of Thinking, Ways of Teaching*; and *Research on Written Composition: New Directions for Teaching*.

Elizabeth Kahn, Ph.D.

Dr. Kahn has taught English language arts for 33 years, currently at James B. Conant High School, where she is the chair of the English department. She earned a B.A. in English from Wake Forest University and an M.A.T. in English and Ph.D. in Curriculum and Instruction from the University of Chicago. She is co-author of *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School*, (Heinemann, 2010); *Writing About Literature, 2nd edition* (NCTE, 2009); *Talking in Class: Using Discussion to Enhance Teaching and Learning* (NCTE, 2006); and *Designing and Sequencing Prewriting Activities* (NCTE, 1982); and co-editor of *Reflective Teaching, Reflective Learning* (Heinemann, 2005). She has published articles in *Research in the Teaching of English*, *English Journal*, *Journal of Educational Research*, *Clearing House*, *Curriculum Review*, and *Illinois English Bulletin*. She recently served on the NCTE Secondary Section Steering Committee, as president of the Illinois Association of Teachers of English, and is a National Board Certified Teacher.

Judith Langer, Ph.D.

Judith A. Langer, is distinguished professor at the University at Albany, State University of New York. She is founder and director of the Albany Institute for Research in Education and director of the Center on English Learning and Achievement. Her research focuses on the literate mind: on how people become highly literate, on how they use reading and writing to learn, and on what teachers and schools can do to facilitate effective learning, particularly in urban and low-performing schools. She has received several notable awards, among them appointment as distinguished professor, the highest rank in the State University of New York system and an honorary doctorate from the University of Uppsala (Sweden). Most recently, she was honored at Lund University, Sweden, as one of 12 of the world's "Imaginative Scientists." Author of numerous research articles, chapters and monographs, Dr. Langer has written 11 books, including *Understanding Reading and Writing Research*; *Children Reading and Writing: Structures and Strategies*; *How Writing Shapes Thinking*; *Literature Instruction: A Focus on Student Response*; and *Envisioning Knowledge: Building Literacy in the Academic Disciplines*. For eight years Dr. Langer was editor of the major research journal in her field, sits on six editorial boards, and has reviewed for numerous journals and research agencies within the United States and in other countries.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.¹ Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

¹It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.