EDLF 781
Reading & Writing across the Curriculum

Instructor
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Course Description
Reading & Writing across the Curriculum has been tailored to examine the instructional and curricular issues surrounding writing, reading, and thinking across the curriculum. The course has elements of the traditional Writing Across the Curriculum course, but there is also an infusion of Evaluation of Teaching, Curriculum Design and Planning, and Content Area Reading. We will look at how to teach and use writing as a tool of learning; how to achieve understanding by design; how to be strategic in delivery of instruction; and how to evaluate and assess comprehension-based instructional practices. Ultimately, course participants should find themselves not only better prepared and more competent at delivering comprehension-focused instruction, but also more able instructional leaders across all curricular areas.

Course Goals
Participants will be invited to:
• develop a concept of learning based on the latest research on information processing
• reconceptualize planning as a reflective instructional decision-making process
• become proficient in designing and evaluating a sequence of instruction that is comprehension-based, strategic, and measurable
• acquire a range of empirically-validated techniques for supporting learning across the curriculum through writing, organizing, discussing, questioning, and vocabulary acquisition
• critically analyze the role of writing and reading as essential to constructed understanding
• reflectively examine, as professionals, our own practice in search both of affirmation and adjustment

Required Textbook

Recommended Resources

Our final arbiter on questions of grammar, punctuation, sentence construction, and the like.
The WriteSource (http://thewritesource.com)
Developed by teachers; extensive resources for using writing in teaching and learning.

Schedule of Class Meetings
This class meets August 1-4 and August 8-11 with five sessions each week: Wednesday, Thursday, and Friday from 4 pm to 8 pm; Saturday morning, beginning at 9:00 am; and Saturday afternoon, ending at 4:00 pm. On the weeknights, bring food if you’d like although there isn’t an official “dinner break.” On each Saturday, lunch will occur approximately midway through the day; we’ll take an hour.

Procedural Stipulations
1. This is a graduate-level course. Students will be challenged and expected to perform at an advanced level.

2. The University of Virginia has a long tradition of honor in conduct and academic endeavors among its students. The Honor System requires that work must be pledged:

   On my honor as a student, I have neither given nor received unauthorized aid or assistance on this assignment.

3. Attendance at all class sessions is required and participation is expected and needed. The grading rubric for the course is based in part on your presence and your contributions to class.
4. Assignments should be submitted in a timely fashion. The grading rubric for the course is based in part on the timeliness and completeness of course tasks, in addition to their quality. The instructor is not obligated to accept work that is late. Unless otherwise noted, assignments are due at the beginning of class.

5. Your primary goal with all tasks should be to produce evidence that you gave serious thought to the idea behind the assignment. Take what you are learning in the course and weave it into your work so that those who read it can be certain of what you have learned, how you think, why you think that way, and what you’re likely to do about it when you are in a classroom. Let each task you submit be the best you can do at that point, while honoring the spirit of the assignment. The grade is not the most important thing, but it is the shorthand we use to help you gauge your standing in relation to the expectations. The course has been designed, in part, with a philosophy that says feedback is essential to growth and learning. When you consider the reasons for turning in assignments, do it not in order to receive a grade, but to receive feedback. (The grade you do receive will be an indication of how close to or far from the “mark” you were.) For some students, the grade may be more important, and what they gain from doing the task and reflecting on the feedback will take second place. But the instructor will de-emphasize the grade and instead encourage thought, evidence, and reflection.

6. The citation style, when needed, should be accurate, acceptable, and recognizable practice (MLA, Chicago, etc.). The American Psychological Association (APA) style of citation and referencing is preferred. See the course website for additional guidance.

7. Please carefully edit all written assignments. A lack of care in proofreading or composition will affect what might otherwise be a fine score on a task. There is a related course website that has a section on particularly troubling errors, but your best guidance will come from The Elements of Style.

8. The final grade will be based on evidence of your success at confronting, grappling with, understanding, applying, and internalizing the central course objectives. It is expected that all tasks will be undertaken and completed to the best of your ability and in the spirit in which they were intended.

9. The nature and timing of this course mitigate against the granting of a grade of Incomplete. Assigning a grade of Incomplete for any student is both unlikely and at the sole discretion of the instructor.

10. If you are a student with special needs, please let the instructor know as soon as possible, particularly if discussion of special considerations, alterations, or modifications is needed.

ASSIGNMENTS, TASKS, REQUIREMENTS

1. READINGS
You should complete all required readings and attempt also to read the recommended readings. Please bear in mind that the reading load is heavy and will require significant time outside of class. Strategies for engaged reading vary from task to task and are described elsewhere in this syllabus.

2. COMPREHENSION-BASED LESSON PLAN [Honor Pledge]
The ideas in the course are meant to affect instructional practice. You will develop a single lesson that shows your grasp of and facility with strategic instruction as taught in this course. [A lesson plan template will be provided to assist you in focusing on key aspects of the planning process.] The lesson must be focused on achieving a comprehension outcome. Honor the premises of sound comprehension instruction. Plan for a typical 50-minute period. This task need not be typed and, in fact, can be hand-written on the template form.

PLEASE NOTE: The only purpose for the Comprehension-Based Lesson Plan assignment is for you to provide evidence of your grasp of ideas in this course, presented in a way that will be convincing and certain. The work you create should reflect course content and concepts. The instructor is your sole audience and reviewer. Those creating K-8 lessons may not include literature or stories as the content source or focus (i.e., picture books, chapter books, children’s/adolescent literature).
3. **SHOW —N — TELL**
Each student will share an adaptation of a course strategy as you might use it in your classroom. At a minimum, your demonstration should reveal a solid grasp of the strategy and a wise choice about how it is used. You may base your Show-N-Tell on the sample lesson plan you draft or on a strategy included in your final project, or on any lesson you have in mind. Strive to make it real—let us experience the strategy as much as possible, not merely hear about it. The Show—N—Tell should be no more than 15 minutes. You will not have to turn in anything with this task—your presentation is the product—but please do include the instructor with any handouts you may use.

4. **FINAL PROJECT** ([Honor Pledge])
Submit three (3) consecutive lessons using the lesson plan template introduced and discussed in class. (Stipulations noted for the earlier Comprehension-Based Lesson Plan [above] apply here as well.) These lessons should show how you would use your knowledge of the targeted students in the selection of strategies and activities. They should show a thorough integration of strategic instruction and be grounded in a clear and justifiable framework. You should be explicit in describing how the assessments will measure student behaviors and the attainment of the educational objectives. A cover sheet should be used to briefly describe the topic covered by the lessons, the grade and level of the students, and any strategies used that are not part of this course’s content. You should keep a copy; lesson plan units are not returned.

5. **END-of-COURSE REFLECTION** ([Honor Pledge])
Since the final grade for the course is based on evidence of your success at confronting, grappling with, understanding, and internalizing the central course objectives, the end-of-course reflection is a crucial and indispensable component of making the case for the grade you should receive. You’ll not argue for a particular grade, but instead you will distill the most significant ideas gained from the readings, class sessions, and projects and use them to (1) assess your own learning and growth, and (2) state your plan of action upon returning to your classroom (in other words, how will you insure that what you learned in this course will find a home in your classroom?) This paper should be typed and double-spaced. No particular length is recommended. Be guided by the rubric that will be distributed to you. Keep a copy for yourself; these reflections are not returned.

**TASKS FOR READING ASSIGNMENTS**

**SANTA, C., HAVENS, L., & VALDES, B. (2004)**
*Creating Independence through Student-owned Strategies.* Dubuque, IA: Kendall/Hunt.

There is no regular task or assignment to accompany your readings from the CRISS text. However, you are expected to use post-it notes or flags to mark the good or compelling ideas and strategies you encounter in the chapters. By the end of the course, you should have quite a few dog-eared page markers.

**PRESSLEY, M., & HARRIS, K. (1990).**
*What we really know about strategy instruction.* Educational Leadership, 48, 51-54.

**IN CLASS:**
While you read the article, consider as a professional, as part of a schooling enterprise, as a teacher or educator:

1) what are we doing now that we ought to do more of?
2) what are we doing that we ought to stop doing?
3) what are we not doing that we ought to start doing?

What are some key points made by Pressley & Harris that relate to us and the things we do? You’ll discuss this in groups, but there must be NO whining, NO “yes, but...” and NO stoppers.
**Martinez, M. (2006).**

Notecard: Jot down a question (preferably) or a reaction (especially if it is impassioned). At the top of the notecard, put the author and article title, and put your name on the back of the card.

**Tovani, C. (2000).**

Chapter 2: The Realities of Reading. In I Read It, But I Don't Get It. Portland, ME: Stenhouse.

Double-Entry Diary: Use the Double-Entry Diary handout to respond to this reading. You will note direct quotes from the chapter and react to them in various ways: “This reminds me of...,” “I wonder...,” “I can picture...,” “I really agree with...,” and “I’m confused because...” It’s okay if you don’t have a response to one or two of the sentence-starter prompts; just do your best.

**Vacca, R., & Vacca, J. (1999) - Chapter 1**


Notecard: Jot down a question (preferably) or a reaction (especially if it is impassioned). At the top of the notecard, put the author and chapter title, and put your name on the back of the card.

**Vacca, R., & Vacca, J. (1999) - Chapter 4**


Complete a 3-2-1 on this chapter: 3 things you learned, 2 interesting things, and 1 question you still have. The pdf version of the article has a 3-2-1 chart for your use on the last page. You will not have to turn this in.

**Elbow, P. (2004). Writing First!**


Educational Leadership, 62(2), 8-13, 20-23.

Each student will be assigned to a group: A, B, C, or D. After reading the articles, write 2 QARs according to your group assignment:

A: right there, author & you
B: right there, on my own
C: think & search, author & you
D: think & search, on my own

**Duffy, G., & Roehler, L. (1989).**

Why strategy instruction is so difficult and what we need to do about it. In McCormick, C., Miller, G., & Pressley, M., ed., Cognitive strategy research: From basic research to educational applications. New York, NY: Springer-Verlag.

Pre/Post Notecard:
Before reading the article, answer the following question on one side of a notecard (labeled “PRE”): Why is strategy instruction so difficult? Then, read the article, and on the reverse side of the notecard (marked “POST”), use new understandings to further answer why strategy instruction is so difficult.
# Grading Rubric

<table>
<thead>
<tr>
<th>QUALITY of TASKS</th>
<th>COMPLETENESS of TASKS</th>
<th>TIMELINESS of TASKS</th>
<th>ATTENDANCE</th>
<th>PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% on time</td>
<td>100% of sessions</td>
<td>outstanding; facilitates or promotes conversation focused on group goals; open to course ideas and feedback</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>what's missing may not be missed; accurate; on target with regard to what was to be produced; seamless; a whole product</td>
<td>almost always on time; rare but forgivable tardiness</td>
<td>absent less than 1 session</td>
<td>well-above average; actively helps move group toward goals of course; recognizes we’re gathered primarily to encounter and make sense of course ideas; occasionally but rarely depends on untested/unvalidated ideas (but self-corrects)</td>
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<tr>
<td>A-</td>
<td>moderate shortcomings; minor elements missing; affects instructor’s ability to see the product as a whole</td>
<td>late enough or often enough to attract instructor’s notice; not necessarily chronic</td>
<td>absent less than 2 sessions</td>
<td>reliable, steady worker; would inconvenience group if they had to do without you, but they would do without you; conversation remains on topic and is not extraneous; repeatedly stuck on own ideas; forgets why we are here</td>
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<tr>
<td>B+</td>
<td>barely sufficient; least you could do and justify</td>
<td>most tasks late or some excessively late; chronic?</td>
<td>absent 2 sessions</td>
<td>weak or minimal participation; passive; sidetracks group; doesn’t share roles or responsibilities; lacks openness to course challenges</td>
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<tr>
<td>B</td>
<td>evidence of learning or growth insufficient to “convict”</td>
<td>excessively or repeatedly late</td>
<td>absent 2 sessions</td>
<td>non-participating; counterproductive; destructive; demeaning to others</td>
</tr>
<tr>
<td>B-</td>
<td>barely passable; only enough to get by; misses the point of the task; depends on pre-conceived notions; little evidence of proofreading</td>
<td>barely sufficient; least you could do and justify</td>
<td>most tasks late or some excessively late; chronic?</td>
<td>absent 2 sessions</td>
</tr>
<tr>
<td>C</td>
<td>evidence of learning or growth insufficient to “convict”</td>
<td>excessively or repeatedly late</td>
<td>absent 2 sessions</td>
<td>non-participating; counterproductive; destructive; demeaning to others</td>
</tr>
<tr>
<td>D</td>
<td>unacceptable</td>
<td>missing/not submitted</td>
<td>absent 3 or more sessions</td>
<td>non-participating; counterproductive; destructive; demeaning to others</td>
</tr>
<tr>
<td>E</td>
<td>unsuccessful; requires major changes or improvements</td>
<td>unsuccessful; requires major changes or improvements</td>
<td>absent 3 or more sessions</td>
<td>non-participating; counterproductive; destructive; demeaning to others</td>
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<tr>
<td>F</td>
<td>unsuccessful; requires major changes or improvements</td>
<td>unsuccessful; requires major changes or improvements</td>
<td>absent 3 or more sessions</td>
<td>non-participating; counterproductive; destructive; demeaning to others</td>
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**Attendance**
- **100% of sessions**: Outstanding participation; facilitates or promotes conversation focused on group goals; open to course ideas and feedback
- **Absent less than 1 session**: Well-above average; actively helps move group toward goals of course; recognizes we’re gathered primarily to encounter and make sense of course ideas; occasionally but rarely depends on untested/unvalidated ideas (but self-corrects)
- **Absent less than 2 sessions**: Reliable, steady worker; would inconvenience group if they had to do without you, but they would do without you; conversation remains on topic and is not extraneous; repeatedly stuck on own ideas; forgets why we are here
- **Absent 2 sessions**: Weak or minimal participation; passive; sidetracks group; doesn’t share roles or responsibilities; lacks openness to course challenges
- **Absent 3 or more sessions**: Non-participating; counterproductive; destructive; demeaning to others
<table>
<thead>
<tr>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
<th><strong>FRIDAY</strong></th>
<th><strong>SATURDAY</strong></th>
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<tbody>
<tr>
<td><strong>August 1-4</strong></td>
<td><strong>August 8-11</strong></td>
<td><strong>August 8-11</strong></td>
<td><strong>August 8-11</strong></td>
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<tr>
<td>Introduction/Initiation into Course Content</td>
<td>Writing to Learn/Writing as a Way of Knowing</td>
<td>Comprehension-Based Lesson Plan DUE</td>
<td>End of Course Reflection DUE</td>
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<td>How Do We Cause Learning?</td>
<td>Vocabulary/Conceptual Strategies</td>
<td>Strategic Framework/Lesson Progression</td>
<td>Final Project DUE</td>
</tr>
<tr>
<td>Comprehension</td>
<td>HW: Santa Ch. 7-8</td>
<td>Show-N-Tell A</td>
<td>Show-N-Tell C</td>
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<tr>
<td>Role of Reading &amp; Writing in Understanding</td>
<td>HW: Duffy &amp; Roehler</td>
<td>Lesson DeBriefing</td>
<td>Barriers and Bridges</td>
</tr>
<tr>
<td>InClass: Pressley &amp; Harris</td>
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<td>Evaluation &amp; Wrap-Up</td>
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<tr>
<td><strong>HW:</strong> Martinez</td>
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<tr>
<td>Understanding by Design</td>
<td><strong>HW:</strong> Santa Ch. 1</td>
<td><strong>HW:</strong> Santa Ch. 3</td>
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<tr>
<td>Lesson Planning</td>
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<td>Tovani</td>
<td>Vacca &amp; Vacca, Ch 1 &amp; 4</td>
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<td>Conditional Knowledge</td>
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<td>Elbow</td>
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<td>Romano</td>
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<tr>
<td><strong>HW:</strong> Santa Ch. 1</td>
<td></td>
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<td>EMAIL an Objective &amp; Assessment to the instructor by Sunday August 5</td>
</tr>
<tr>
<td>Introduction to Project CRISS</td>
<td><strong>HW:</strong> Duffy &amp; Roehler</td>
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<tr>
<td>Organizing Strategies</td>
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<tr>
<td>HW: Santa Ch. 3</td>
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<tr>
<td>Tovani</td>
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<tr>
<td>Organizing Strategies (cont’d)</td>
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<tr>
<td>Questioning and Discussion Strategies</td>
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<tr>
<td>HW: Santa Ch. 4-6</td>
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<td>Vacca &amp; Vacca, Ch 1 &amp; 4</td>
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