

SIMON FRASER UNIVERSITY

EDUCATION 488-4

SPECIAL TOPICS

WRITING ACROSS THE CURRICULUM: LANGUAGE & LEARNING

Summer Session, 1989
(July 4 – August 11)
Monday – Friday
9:00 a.m. – 3:00 p.m.
Location: MPX 8633

Instructor: Wendy Strachan

PREREQUISITE: Educ. 401/402 or equivalent.

ELIGIBILITY:

Participants will be teachers who have demonstrated enthusiasm and interest in teaching writing and in using writing as a way of learning to think. Instructor acceptance will be required.

"Those who can, do; those who understand, teach."

Lee Shulman

COURSE DESCRIPTION

Following the professional development model established in the Bay Area Writing Project, this Summer Institute is structured as a collaborative teacher seminar.

OBJECTIVES

To inquire into the nature of writing as a social process central to individual intellectual development.

To demonstrate a model of classroom interaction that is consistent with the theory and practices being presented.

To draw on teachers' knowledge, experience and reflective responses as contributions to the content of the course.

COURSE TOPICS INCLUDE:

- * Planning writing: organising classes and lessons to include purposeful writing assignments
- * Evaluating writing
- * Making sense and improving thinking skills through writing
- * Writing as a way of learning and understanding in all subjects, including math and science as well as literature and history
- * Teaching students to write using the thinking processes of prewriting, drafting, responding, revising, and editing.

TEXTS:

A book of readings will be available for purchase at the start of class. Readings include such writers as: Atwell, Calkins, Dyson, Goodman, Elbow, Graves, Krashen, and Murray.

SCHEDULE:

The class meets daily for three weeks between July 24 – August 11, 1989.
9:00 a.m. – 3:00 p.m.

REQUIREMENTS FOR CREDIT:

1. Prepare and give a presentation of a teaching strategy which you have found successful in helping students write. (Details available from instructor.)
2. Participate in all reading and writing activities scheduled during the course including revising one extended piece of writing for publication in a class anthology.
3. Develop plans for implementing a teaching sequence that incorporates aspects of the theory and practices presented.