

*Writing*

# ACROSS THE CURRICULUM



# Students Writing Across The Curriculum

**Jennifer Lynn Craig**



## **Students Writing Across The Curriculum:**

*Integrating Writing Strategies in EFL/ESL University Contexts* Jennifer Lynn Craig, 2012 Clearly explaining writing across the curriculum WAC pedagogy for English language teachers in university settings this book offers an accessible guide to integrating writing and speaking tasks across the curriculum and in disciplinary courses Teachers will find this book useful because its direct practical advice can be easily incorporated in their classrooms to help their students develop advanced disciplinary English skills in writing oral presentation and graphical presentation Enhancing its usefulness and relevance each chapter includes coverage of the use of technology for teaching and learning ways in which teachers can effectively and efficiently assess writing and speaking and vignettes or examples to illustrate writing strategies or assignments in different contexts Pulling together the key features of writing across the curriculum in one volume this book is an efficient resource for busy EFL ESL teachers worldwide

**Writing Across the Curriculum** Shelley Peterson, 2005 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink teachers are finding that it makes sense to integrate content area and writing instruction The author provides practical and helpful ideas for classroom teachers and content area specialists to easily incorporate Writing Across the Curriculum in their classrooms This comprehensive resource includes student examples showing how writing regularly stimulates critical thinking and creativity in students activities that help students learn more content area information and improve their writing skills ideas to help teachers plan and organize content classes to include writing graphic organizers templates and mini lessons that engage students in learning

**Writing Across the Curriculum** Shelley S. Peterson, 2008-08-08 As the amount of curriculum in today's classrooms expands and teaching time seems to shrink teachers are looking for ways to integrate content area and writing instruction In this revised and expanded edition of Writing Across the Curriculum Shelley Peterson shows teachers how to weave writing and content area instruction together in their classrooms The author provides practical and helpful ideas for classroom teachers and content area specialists to easily incorporate writer's workshop while teaching in their subject area New features in this second edition include internet websites that can be used to teach writing e.g. wiki's weblogs and digital storytelling examples from grades 4-8 classrooms that show how science social studies health and mathematics teachers can also be teachers of poetry narrative and non narrative writing new assessment scoring guides information on working with struggling writers and supporting English Language Learners graphic organizers templates and mini lessons that engage students in learning

[Students Writing Across the Curriculum](#) Clegg, 1991-01-01

**Reference Guide to Writing Across the Curriculum** Charles Bazerman, Joseph Little, 2005-07-04 This reference guide traces the writing across the curriculum movement from its origins in British secondary education through its flourishing in American higher education and extension to American primary and secondary education

*Writing Across the Curriculum* Susan H. McLeod, 1992-08-27 How can institutions develop and sustain writing across the curriculum WAC programs This volume

written for faculty and administrators alike answers that question Chapters written by some of the foremost WAC directors and consultants in the country discuss how to get started how to run WAC workshops what role administrators can play and how WAC can be integrated into the university curriculum Also there are pertinent chapters on developing permanent institutional support for WAC Writing Across the Curriculum gives details about resources successful WAC programs need administrators coordinators faculty who participate in workshops and seminars support systems such as peer tutoring or writing centers and institution specific curricular models The book assumes that WAC directors are learners as well as facilitators of learning and asserts that they expand the definition of good writing through discussion with members of other disciplines

**Teaching Writing Across the Curriculum** Art Young,2006 Writing Centers and Writing Across the Curriculum Programs Robert W. Barnett,Jacob S. Blumner,1999-02-28 Illustrates how Writing Centers have moved out of institutional margins and into the mainstream of secondary and postsecondary education through partnerships with Writing Across the Curriculum Programs How to Teach Writing Across the Curriculum: Ages 8-14 Sue Palmer,2010-09-13 Now in an updated second edition How to Teach Writing Across the Curriculum Ages 8 14 provides a range of practical suggestions for teaching non fiction writing skills and linking them to children s learning across the curriculum Emphasising creative approaches to teaching children s writing in diverse and innovative ways it provides information on the organisation and language features of the six main non fiction text types recount report instruction explanation persuasion and discussion suggestions for the use of cross curricular learning as a basis for writing planning frameworks for children to promote thinking skills advice on developing children s writing to help with organisational issues paragraphing and layout and the key language features examples of non fiction writing suggestions for talk for learning and talk for writing including links to Speaking Frames also published by Routledge information on the transition from primary to secondary school With new hints and tips for teachers and suggestions for reflective practice as well as a wealth of photocopiable materials How to Teach Writing Across the Curriculum Ages 8 14 will equip teachers with all the skills needed to create enthusiastic non fiction writers in their classroom *How to Teach Writing Across the Curriculum: Ages 6-8* Sue Palmer,2010-09-13 Now in an updated second edition How to Teach Writing Across the Curriculum Ages 6 8 provides a range of practical suggestions for teaching non fiction writing skills and linking them to children s learning across the entire curriculum Providing a number of suggestions for teachers and putting emphasis on creative approaches to teaching children writing in diverse and innovative ways it provides techniques for using speaking and listening drama and games to prepare for writing suggestions for the use of cross curricular learning as a basis for writing planning frameworks and skeletons to promote thinking skills information on key language features of non fiction texts examples of non fiction writing guidance on the process of creating writing from note making With new hints and tips for teachers and suggestions for reflective practice How to Teach Writing Across the Curriculum Ages 6 8 will equip teachers with all the skills and materials needed to create enthusiastic non fiction writers in

their primary classroom

**The Wonder of Writing Across the Curriculum** Art Young, 1994 Assessing Writing Across the Curriculum Charles R. Duke, Rebecca Sanchez, 2001 Assessing Writing Across the Curriculum offers guidelines for effective assessment of student writing performance in various content areas such as English science mathematics and social studies at the junior or senior high school level The book suggests a change in teaching methodology in order to make writing a key part of the instructional process Written by teachers it offers examples of applications and tools for assessment concluding with a list of additional resources for further research Assessing Writing Across the Curriculum addresses issues such as assignment design communication of expectations scoring rubric design and student involvement in writing assessment It emphasizes writing to learn versus writing to test This change in emphasis allows the student to understand how writing can contribute to his or her thinking and learning about a subject The book utilizes the knowledge editors Duke and Sanchez have accumulated in directing National Writing Project sites and in their extensive in service work on writing assessment with teachers

**Writing-across-the-curriculum Discourse Community Lines** Carol Peterson Haviland, 1994

**The Effectiveness of Writing Across the Curriculum to Produce Scientifically Literate Students in Secondary Schools** Alethea Hicks, 2014 The purpose of this literature review was to examine Writing Across the Curriculum WAC and interdisciplinary teaching of science as a viable alternative to traditional disciplinary science teaching to help students develop the critical thinking and literacy skills called for by both the National Science Education Standards National Research Council NRC 1996 and Benchmarks for Science Literacy American Association for the Advancement of Science AAAS 1993 Through a careful analysis of anecdotal qualitative and quantitative studies regarding WAC in secondary science education this review found that while there is evidence to support the effectiveness of WAC s Writing To Learn WTL methods for improving student science learning in individual classrooms at the teachers discretion there is insufficient evidence for redoing science curricula to incorporate WAC techniques activities and strategies throughout The WAC methods that are supported at the secondary level that individual teachers might integrate into their lessons include learning logs writing for an audience other than the teacher writing in different genres in science planning activities and multiple writing tasks as well as two techniques developed specifically for writing in science multimodal representations and the Science Writing Heuristic Keywords Writing Across the Curriculum Writing To Learn science literacy science education secondary education Writing To Communicate interdisciplinary education

**Programs that Work** Toby Fulwiler, Art Young, 1990 This book describes in detail successful writing across the curriculum programs at fourteen colleges and universities in the United States Each chapter is written by a team of participating instructors many representing disciplines other than English

**Student Writing in the Quantitative Disciplines** Patrick Bahls, 2012-03-06 Designing interesting problems and writing assignments is one of the chief tasks of all teachers but it can be especially challenging to translate and apply learning theory good teaching techniques and writing assignments into STEM and other quantitative disciplines Student

Writing in the Quantitative Disciplines offers instructors in math based disciplines meaningful approaches to making their coursework richer and more relevant for their students as well as satisfying institutional imperatives for writing curricula. This important resource provides instructors with the hands on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students general cognitive and intellectual growth. Comprehensive in scope the book includes Ideas for using writing as a means of learning mathematical concepts Illustrative examples of effective writing activities and assignments in a number of different genres Assessment criteria and effective strategies for responding to students writing Examples of ways to help students engage in peer review revision and resubmission of their written work Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one. Chris M Anson University Distinguished Professor and director Campus Writing and Speaking Program North Carolina State University Written by a mathematician this readable theoretically sound book describes practical strategies for teachers in the quantitative sciences to assign and respond to students writing It also describes numerous approaches to writing that engage students in disciplinary learning collaborative discovery and effective communication Art Young Campbell Professor of English emeritus Clemson University Loaded with practical advice this timely important and engaging book will be an invaluable resource for instructors wishing to bring the benefits of writing to learn to the quantitative disciplines As a mathematician thoroughly grounded in writing across the curriculum scholarship Bahls brings humor classroom experience and pedagogical savvy to a mission he clearly loves improving the quality of student learning in math and science John C Bean professor Seattle University and author Engaging Ideas *Reconstructing Response to Student Writing* Dan Melzer, 2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response. Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades *Reconstructing Response to Student Writing* especially when taken together with Melzer's previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States *Writing and Reading Across the Curriculum* Laurence Behrens, Leonard J. Rosen, 2016 Note You are purchasing a standalone product MyWritingLab tm does not come packaged

with this content If you would like to purchase both the physical text and MyWritingLab search for 013410675X 9780134106755 Writing and Reading Across the Curriculum Plus MyWritingLab with Pearson eText Access Card Package Package consists of 0133944131 9780133944136 MyWritingLab with Pearson eText Access Card 013394414X 9780133944143 MyWritingLab with Pearson eText Inside Star Sticker 0133999017 9780133999013 Writing and Reading Across the Curriculum MyWritingLab is not a self paced technology and should only be purchased when required by an instructor For courses in Writing across the Curriculum or Writing in the Disciplines Effective writing skills for students of all majors and interests One of the best selling interdisciplinary composition texts for over twenty five years Writing and Reading Across the Curriculum guides students through the essential college level writing skills of summary critique synthesis and analysis The book is divided into three parts Part one Structures and Strategies takes students step by step through the process of writing papers based on source material explaining and demonstrating how summaries critiques syntheses and analyses can be generated from the kinds of readings students will encounter later in the book and throughout their academic careers Part two Brief Takes bridges the gap between writing instruction and readings with a series of step by step exercises The anthology in part three provides a wide range of carefully selected cross disciplinary readings including two new chapters on rumor and advertising Topics are both engaging and teachable and students will appreciate how these topics correspond to their courses in the humanities sciences and social sciences Also available with MyWritingLab tm This title is also available with MyWritingLab an online homework tutorial and assessment program designed to engage students and improve results Within its structured environment students practice what they learn test their understanding and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts

*Strengthening Programs for Writing Across the Curriculum* Susan H. McLeod,1988 **Exploring College Writing** Dan Melzer,2011 Exploring College Writing Reading Writing and Researching across the Curriculum is a rhetoric for first year and sophomore composition courses that uses a constructivist ethnographic approach to introducing students to academic reading writing and researching This text is especially useful to composition instructors who wish to provide students with both a general overview of academic discourse and an introduction to the purposes audiences and genres of writing across disciplines This textbook works from the premise that the best way to initiate students to academic discourse is to have them explore academic literacies using an ethnographic fieldwork approach to their own institution Students are cast in the role of researchers exploring their own experiences as college writers and investigating writing in General Education and in their prospective majors The book provides instructors and students sequences of engaging and exploratory Writing to Learn and Learn by Doing activities and formal extended writing projects that ask students to interview professors analyze writing assignments and reflect on their own reading writing and researching processes and histories These writing projects connect to students interests experiences and goals and provide them with a sense of

purpose and audience for writing The organization of Exploring College Writing moves students from reflection to investigation Part I of the book provides a broad introduction to academic reading writing and researching and introduces students to the rhetorical situations genres and common college thinking and writing strategies Part I presents students with prompts that ask them to explore the similarities and differences between high school and college literacy and reflect on their own literacy histories Part II asks students to think critically about their reading writing and researching processes and to explore strategies for college reading writing and researching processes Part II includes prompts that ask students to explore college reading writing and researching processes and practice academic research and making academic arguments Part III introduces students to writing across the curriculum and the idea of disciplines and discourse communities Part IV asks students to investigate the reading writing and researching assigned in the General Education and major courses at their campus and to consider discipline specific ways of writing and thinking Unlike other textbooks Exploring College Writing uses authentic student and professional texts from across disciplines in a variety of genres such as lab reports scholarly book reviews ethnographies and case studies to guide and inspire the writing process

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