1986

A writing-across-the-curriculum manual for administrators and curriculum specialists

Lois E. Clark

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California State University
San Bernardino

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: School Administration

By
Lois E. Clark, M.A.
San Bernardino, California

1986

APPROVED, BY:

Committee Member
Statement of the Problem

The purpose of this project was to develop a writing-across-the-curriculum manual for administrators and supervisors of curriculum at the secondary level. The decline of writing abilities of students at the secondary level has caused administrators and supervisors of curriculum in the Jurupa Unified School District to be extremely concerned about students' ability to write clearly in the subject matter areas. Also, with the passing of basic skills improvement policies, new demands exist for supervisors of curriculum and administrators in the Jurupa Unified School District. One of the more challenging prospects of this mandate is the assessment and restructuring of writing programs.

First, many administrators charged with implementing a writing-across-the-curriculum program lack proper knowledge and experience in this area. Also, writing is an essential skill that is being looked at very closely by both the public and the professional educator. Questions about how writing is taught and what practices are most successful are being posed as the quest for competencies in basic skills continues.
For principals, especially those whose backgrounds are not in English or language arts teaching, providing answers to these kinds of questions is not easy. Yet, as principals they are expected to have answers. They are instructional leaders in their schools; and citizens, parents and teachers look to them for direction and guidance.

Upon analysis of an assessment survey given to administrators, coordinators, and interdisciplinary teachers in the Jurupa Unified School District, it became apparent that a need exists for a manual in this area.

Procedure

This writer produced a manual to be used in assessing, planning and implementing a writing-across-the-curriculum program at the secondary level. The manual consists of four components.

Part one, the first component, familiarizes school administrators and curriculum specialists with the theoretical and practical foundations of a writing-across-the-curriculum program.

Part two consists of basic principles that need to be incorporated into a writing-across-the-curriculum program at the secondary level.
The third part outlines ways to introduce effective writing/learning strategies across-the-curriculum.

Part four contains an outline of available resources which will provide the administrator or curriculum specialist with an overview of current issues and trends surrounding the instruction, evaluation and research of writing-across-the-curriculum.

Conclusions and Implications for Education

Writing, like reading, is a skill that should be developed and appreciated across-the-curriculum. Teachers of all subject areas must recognize the importance of writing, not only as a method of communicating but as a tool for learning and thinking. Administrators and curriculum specialists who are in charge of implementing curricula are going to have to review district writing programs. With the development of a well-managed writing-across-the-curriculum program, students will enhance their thinking processes as well as develop an appreciation for writing as an art.
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Statement of Objectives

The purpose of this project was to meet the needs of those in charge of implementing a writing-across-the-curriculum program at the secondary level in the Jurupa Unified School District. The objectives of this curriculum manual are as follows:

1. Provide administrators, curriculum specialists, and coordinators of curriculum with a manual to plan, assess, and implement a writing-across-the-curriculum program.

2. Develop a collaborative and comprehensive writing-across-the-curriculum program at the junior high school level.

In addition to providing a manual to assist those in charge of implementing curriculum, there are several benefits that will be derived from such a program such as, increasing students' involvement with writing-across-the-curriculum. This means making writing a more integral part of the learning process in all courses. Maimon (1982) contends that writing is a way to learn, not merely a means of communicating to others what already has been mastered. It is a critical tool of invention and discovery central to all disciplines. If teachers in such disciplines as science and social studies emphasize writing in their classrooms, students should improve their understanding of those disciplines, for writing is a way of knowing. The process of writing requires students to systemize what they know, and the act of writing facilitates the discovery of new insights. Writing is an active process and most educators agree that such active processes improve learning.
Second, the student's ability to write well will be increased if the student has an opportunity for guided practice in several classrooms, not just in English class. If an art teacher shows the student how to write an evaluation of a painting and the home economics teacher explains how to write an evaluation of a family diet, the student's ability to write evaluative prose will be markedly enhanced. Such an all-school on writing should also have subtle influences on the students' attitudes toward writing. Too often students believe good writing is important only in English class and that careless writing is acceptable in other classrooms. An all-school emphasis should go a long way toward eliminating this perception.

Finally, an all-school emphasis on writing, if it is developed and implemented sensibly and effectively, should be a good vehicle for increasing interdepartmental cooperation.

Limitations of Proposal

Most program changes within the public schools require people to restructure what is to what should be. With this in mind, the success of this curriculum manual depends upon how well those in charge of implementing curriculum change embrace the theme of writing-across-the-curriculum; and apply this concept to implement a collaborative writing program across-the-curriculum. Tschumy (1982) contends that many schools drawing up a Language-Across-the-Curriculum policy have no coherent idea of what it should contain. Therefore, the administrator or curriculum specialist should fully utilize all sections of this manual.
A Review of the Literature

To study the research related to this topic, it was necessary to examine the current theory and practice of teaching writing and ascertain its implications in a cross-curricular writing program. The other field to be reviewed was the administration of writing programs and in particular how supervisory personnel can best assess and implement a cross-curricular writing program at the secondary level.

In examining the theory and practice of teaching writing, it becomes evident that the beginning writer is often times ignorant of process, with the result that s(he) usually perceives writing as a single act, a gamble with words, rather than a deliberate process which is developed stage by stage. Both Shaughnessy (1977) and Emig (1971) have developed a step-by-step approach in the process of writing. The Emig process consists of ten steps. This would be considered a "full process" way of writing. Shaughnessy (1977) emphasizes a three-step approach which takes students through the process of pre-writing, composing, and editing.

Pre-writing is an important period of exploration and discovery prior to the actual composition. It helps the student writer discover what he knows, what he does not know, and what he wants to write about. Raimes (1980) believes that the content areas can be used for topics thereby supplying students with pre-writing material. This allows students to deal in their writing courses with themes, concepts and organizing schema essential to the disciplines and are more valuable than dealing with topics with no purpose for the student. Bazerman (1980) supports the pre-writing process and
Raimes' theory that English should extend across the curriculum. Bazerman says that when we ask students to write purely from their selves, we may tap only those prior conversations that they are still engaged in and so limit the extent and variety of their thinking and writing. Murray (1972) feels so strongly about the importance of pre-writing that he figures it should take up about 85% of a writer's time in the writing process.

The composing stage involves getting the thoughts down on paper. According to Emig (1971) this is a time for silence-physical writing; silent reading and "unfilled" pauses.

The final step in the process is editing. At this point the writer is readying the written statement for others to read. The editing process is the time for improving the mechanical skills for writing. Horning (1978) contends that proofreading is a special skill that must be taught to students at all levels of writing.

Press (1979) believes that in order to help students see the uses and purposes of composition courses is to link them to the work other students are doing in other subjects. Students need to learn that skills used in composition are useful for essay examinations and term papers in other courses. Conversely, students need to be shown that the information they acquire in other courses is useful to them in composition. With this understanding, their themes would be more interesting and complex, let alone easier for them to write. Press concludes this point by saying that although the interdependent way of teaching interdisciplinary writing will not make
them love writing, it will remove composition from a vacuum, and it might help students realize that knowledge from many disciplines is needed to fully understand a work.

From an assessment survey given to one hundred cross-curricular teachers, administrators and curriculum specialists in Jurupa Unified School District in April 1985, the following results were gathered:

1. To facilitate learning in all areas of the curriculum, I feel it is important to use writing as a learning tool.

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<tr>
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<th>Yes</th>
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<td>68%</td>
<td>32%</td>
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<td>77%</td>
<td>23%</td>
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<tr>
<td>Teachers</td>
<td>72%</td>
<td>28%</td>
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2. Writing is a complex skill that must be used in all content areas for proficiency to be maintained.

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<td>Teachers</td>
<td>74%</td>
<td>26%</td>
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3. Would you use a manual to assist you in developing a writing-across-the-curriculum program at your school site?

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<th>Group</th>
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<td>14%</td>
</tr>
<tr>
<td>Teachers</td>
<td>74%</td>
<td>26%</td>
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</table>
4. Would you use a writing-across-the-curriculum manual to assist you in improving your district's existing writing program at the secondary level?

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<td>8%</td>
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<tr>
<td>Teachers</td>
<td>73%</td>
<td>27%</td>
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5. Having a state-of-the-art writing-across-the-curriculum program would improve the writing abilities of some students.

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<td>Curriculum Specialists</td>
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<tr>
<td>Teachers</td>
<td>86%</td>
<td>4%</td>
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6. Entire departments should, as a faculty, determine basic goals in writing programs and facilitate the reaching of these goals.

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<tbody>
<tr>
<td>Administrators</td>
<td>67%</td>
<td>33%</td>
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<tr>
<td>Curriculum Specialists</td>
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<td>26%</td>
</tr>
<tr>
<td>Teachers</td>
<td>53%</td>
<td>47%</td>
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7. If a student cannot write clearly, he or she cannot think clearly.

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<th></th>
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<th>No</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Curriculum Specialists</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Teachers</td>
<td>43%</td>
<td>57%</td>
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8. In the subjects that I teach, it is vitally important that my students know how to write coherent sentences and paragraphs.

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<tr>
<td>Curriculum Specialists</td>
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<tr>
<td>Teachers</td>
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The literature supports the need to extend writing-across-the-curriculum. Simmons (1983) contends that one reason to have students write is that writing makes learning active. While students may take in lectures in a passive TV-watching state, they must be actively involved and engaged to write. No longer the receivers, they must originate, synthesize and produce. The act of writing imprints learning on the mind and in the memory: the use of so many senses—kinesthetic in the physical act of writing, auditory as the students listen to their inner voice, and visual as they create a graphic record before their very eyes—all reinforce the concepts being learned. Writing is also connected to learning in that it gives students unique access to their previous knowledge and experiences. Writing facilitates the learning of complex material. Finally, writing can improve reading comprehension by demanding close reading of the text and by familiarizing students with certain modes, for example, explaining a process or defining, which they practice in their writing and then recognize in their reading.

Cooper (1980) maintains the connection between thinking and writing is so close that what are called writing modes are really ways of thinking. When composition students write a process paper, a definition, a comparison-contrast or problem-solving paper—when they try their hand at classification or division, at cause and effect, summary, analysis or persuasion—they are preparing themselves for the kinds of thinking and information-handling they will need in their other classes.
The pervasiveness of language in the teaching of all subjects and the close ties of oral and written language to thinking suggest that language across-the-curriculum is a primary concept in developing all thinking skills. Carroll (1974) stated that "the various forms of pictorial expression" are almost always accompanied by language and often require language to make them intelligible. Piaget (1971) has written that "language is but one among... many aspects of the semiotic function, even though it is in most instances the most important." Eco (1972) agrees that language is "the most powerful semiotic device that man has invented." Certainly language is used by musicians and visual artists in articulating their intentions and describing their techniques. And critical analysis of the elements in any nonlinguistic work involves language, as does description of the responses that the work involves in us. Even highly abstract visualization processes in mathematics and intuitive psychomotor activities in athletics are, to some extent, mediated by language in school settings.

The student who is articulate in oral and written language has an indispensable tool for all school learning, because the ability to give shape to thought through language is a necessary skill in every subject. Thaiss (1984) points to the inseparableness of language, thinking and learning. He contends that students do not apply the full range of language resources to their learning of a subject, then thought, consciousness and unconsciousness, becomes stifled and students are deprived of more than superficial understanding.
Schlawin (1980) supports the teaching of writing in all subjects to enhance the understanding of the subject. If subject area teachers apply Bloom's Taxonomy of Educational Objectives in the Cognitive Domain, students will be more likely to use ideas rather than remember them. Hoetker's and Ahlbrand's study (1969) stated that the asking of higher level questions does not necessarily lead to higher level student responding. Teachers must not only determine the kinds of questions being posed in specific settings but must also develop instructional strategies in the form of activities which follows the questioning.

At the secondary level, there is a need for more subject area teachers to call for more situations in which writing serves as a tool for learning rather than a means to display acquired knowledge. Traditionally, the teaching of writing has rested primarily with the English instructor, but the teaching of writing should be the equal concern of all disciplines. A report by The Commission on the Humanities (1983) concluded the teaching of writing will benefit students not only in the development of language skills and usage but in the interrelationships of knowledge, ideas and values which will give them the understanding to live in and to benefit our highly technical and culturally rich society.

Ninety-six faculty, staff, and teaching assistants from thirty-eight departments on UCLA's campus were brought together for a day-and-a-half in April to discuss the alarming number of students on campus who cannot write effectively. As a result of this conference, a writing network and a directory of participants with listings of services offered was compiled. Courses have been modified so T.A.'s can present lessons on composition as a part of the curriculum course. Composition courses have been linked as adjuncts
with the introductory course in political science. Rose (1979)

In a program developed at the secondary level to improve students' thinking and writing skills in the content areas, teachers reported that the program improved students' reading by teaching them how to find main ideas; improved students' critical reading by teaching them to identify problems in literature and social studies; helped students improve their ability to write essay exams. Brostoff (1982)

Ferlazzo (1982) contends that writing is a function of thinking and learning. Students learn better when they write about what they learn. Emig (1977) maintains writing in all discipline areas can be used as a learning tool because it corresponds to learning in four important ways: Learning is multifaceted, as in writing, which uses eye, mind, and hand, right and left brain. Learning profits from self-provided feedback—the kind available in writing, where the product takes gradual shape before the writer's eye is then available for review and reflection. Learning serves an analytical and connective function, as does writing, which organizes facts, images, and symbols into sentences, paragraphs, and essays. Finally, at its best, learning is engaged, committed and self-rhythmed.

The literature supports the theory that administrators play a vital role in leading an all-school effort to improve the quality of student writing. Glathorn (1981) states that administrators can demonstrate essential support of writing programs by:
1. Monitoring the writing program and the quality of its evaluation.

2. Actively participating in developing inservice programs.

3. Allowing released time or other arrangements to facilitate inservice participation.

4. Attending inservice sessions as participants.

5. Working with parents.

Even though Glathorn recommends these components as part of a cross curricular writing program, he contends that they must be carefully adapted to individual schools and districts.

The National Council for Teachers of English prepared a statement of standards for basic writing programs. According to NCTE, an effective writing program includes the following characteristics:

1. Is a school-wide effort involving writing as a means of learning in all curricular areas.

2. Provides a wide range of writing experiences for learning in all subject matter areas.

3. Offers the opportunity for students at any level to develop fluency before they are overly burdened with the fear of error, but with the expectation they will attain mastery of form and correctness.

4. Helps students to discover that writing is a way of learning about one's self and almost the world.

5. Support to the English class is given when teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.

Nold (1979) states that administrators of writing-across-the-curriculum programs must guide faculty to promote writing as a mode to learn across the
disciplines. He further states that the faculty should spend valuable "content time" on writing to promote the learning of the discipline better. Also, a faculty administrator must assess the interests of the faculty who propose to promote good writing in their courses. Finally, they must define the faculty members' tasks so that they will be successful and, consequently accept the extra challenge of writing across the curriculum.

Neil (1982) gives these suggestions for administrators interested in starting or maintaining a writing program:

1. Take advantage of the opportunity to get a program going when staff members talk about the need to upgrade standards.

2. Arrange time for teachers to get together to agree on what constitutes good writing and how it can be taught.

3. Arrange for a few teachers to see an exemplary writing program in action in another school district.

4. Conduct a school-wide assessment of student writing, and arrange for all teachers to participate in scoring writing samples.

5. Encourage teachers who are most enthused about improving writing to participate in an inservice training project.

6. Watch for "awareness" programs or special training sessions for administrators in the process of writing.

7. Drop in on inservice sessions in writing for teachers.

While most English teachers accept the details of writing instruction as a part of their own teaching responsibilities and
hope their colleagues in other disciplines will give students more opportunities for writing, they often fail to make a distinction between writing instruction and writing experiences that will encourage other teachers to get involved. Administrators are in a unique position to be able to help both groups arrive at common understandings that will enable them to make coordinated efforts toward the realization of "every teacher as a writing teacher" in a secondary school.
DESIGN OF PROPOSED PROJECT

The format of the curriculum manual consists of four sections:

Section one is intended for the administrator and curriculum specialist in charge of implementing curriculum at the district and site level.

A. Writing as a tool to learn across-the-curriculum
B. Theoretical foundations for a writing-across-the-curriculum program
C. Practical guidelines for the administrator and curriculum specialist

Section two provides the administrator and curriculum specialist with a framework for planning, assessing, and implementing a writing-across-the-curriculum program at the junior high school level.

A. A program philosophy
B. A set of skills
C. Pedgogy
D. Assessment
E. Evaluation
F. Teacher training

Section three outlines some suggested writing strategies to use across-the-curriculum.

A. Science
B. Music
C. English as a Second Language
D. Mathematics
E. Art
The final section contains an outline of available resources for the administrator and curriculum specialist.

A. Readings for the administrator and curriculum specialist
B. Supporting materials and resources
C. Developing a series of alternative approaches to writing
A WRITING ACROSS-THE-CURRICULUM

MANUAL

PART I - INTRODUCTION

PART II - BASIC PRINCIPLES OF A WRITING-ACROSS-THE-CURRICULUM PROGRAM

PART III - WRITING STRATEGIES ACROSS-THE-CURRICULUM

PART IV - RESOURCES FOR THE ADMINISTRATOR AND CURRICULUM SPECIALIST
WRITING

ACROSS-THE-CURRICULUM

A MANUAL OF CURRICULUM DESIGN

FOR: ADMINISTRATORS & CURRICULUM PLANNERS

Lois Clark
A \textsc{Manual of Curriculum Design}

\textsc{For Administrators & Curriculum Planners}

\textsc{Dorothy Clark}
PART I

INTRODUCTION
PART I
INTRODUCTION

The reasons for developing this manual originated from several areas of concern at Mission Junior High in the Jurupa Unified School District. First, is the continued administrative emphasis upon improving minimum competency testing in all areas of the curriculum with an emphasis upon writing. Second, is the concern of many cross-disciplinary teachers who are concerned about students who cannot transfer writing skills across-the-curriculum. The purpose of this curriculum manual is to provide the administrator and curriculum manager with a framework to implement a writing-across-the-curriculum program at the junior high level.

The curriculum manual consists of four components; the first component familiarizes the school administrator and curriculum specialist with the theoretical and practical foundations of a writing-across-the-curriculum program. A second section outlines the basic principles of a writing-across-the-curriculum program. The third section consists of ways to introduce effective writing/learning strategies across-the-curriculum. Part four contains an outline of available resources for the administrator and curriculum specialist who needs an overview of current issues and trends surrounding writing-across-the-curriculum.
WRITING: A TOOL FOR LEARNING

Writing is an active learning process that allows the student to experience learning in many ways. Through writing, students are originating and creating a unique verbal construct that is graphically recorded. Emig (1977) Writing is also connected to learning in that it gives students unique access to their previous knowledge and experiences. Writing facilitates the learning of complex material. Like a digestive enzyme, writing can break down new, different and difficult concepts into absorbable components. Finally, writing can improve reading comprehension by demanding close reading of the text and by familiarizing students with certain modes, for example, explaining a process or defining, which they practice in their writing and then recognize in their reading. Simmons (1983)

Theoretical Foundations

In reviewing the research on the teaching of writing across-the-curriculum, it became evident that a well-managed writing program emphasized writing as a process as well as a mode for learning. Emig (1971) The writing process consists of several stages that are recursive rather than linear. For example, during the writing stage students might edit for the conventions of writing (spelling, punctuation, grammar, usage) as they proceed with the composing of their ideas.
Pre-Writing— Pre-writing activities, both oral and written, motivate a person to speak or write, stimulate thinking about speaking and writing, generate ideas for speaking and writing, and move the person from thinking into composing—drafting the speech or paper.

Drafting— Drafting activities, generally written, focus upon developing fluency, identifying audience, and clarifying purpose for a speech or writing assignment. In working on drafts, the student confronts issues of content, organization, and development. Since fluency is critical at this stage, concerns about correctness (e.g., spelling, grammar, diction) should be minimized.

Sharing— Real speech and writing assumes an audience to react to the message and presentation. Students need many opportunities to share their work-in-progress with peers and the teacher prior to presentation and evaluation. Responding generally takes the form of the message, and may lead to ideas for revision.

Revision— Revision involves re-examining and reconsidering the shared draft, particularly with respect to effective communication of the purpose to the audience. During revision, the student will likely focus on the basic strategies of addition, substitution, and rearrangement. Revision does not mean "proofread and recopy."

Editing— Editing refers to the refinement of the writing or speech, the stage at which the student should be most concerned about the surface correctness of the piece. Since editing is only one of the final steps of the writing process, it should not be over-emphasized at the expense of earlier stages. Editing issues include conventions of writing or speech, diction, syntax, manuscript form, and final proofreading.

Evaluation— Like editing, evaluation is only one element in the last part of the process, and as such should be kept in perspective. Evaluation by teachers and peers should be used to support, not thwart, student efforts to master communication skills. Students need to learn techniques for peer- and self-evaluation. Judgements of speech and writing should be constructive learning experiences.
Post-Writing- Whenever possible, students should have real audiences for their speech and writing in order to discover the impact of speech and writing in the "real" world. Students need to speak and write for many audiences other than the teacher. Displays and publications, speech and essay contests, letters and oral presentations to school and community groups suggest a few useful post-writing activities.

While these stages represent the total composing process, not all speech or writing assignments need to be taken through the entire cycle. Much of the writing and speaking done by students may be for limited purposes such as to develop fluency or to experiment with different forms for different audiences. These pieces may never go beyond the pre-writing and drafting stages. Only a few assignments in speech or writing should be carried through to revision, evaluation, and post-writing. Gossard (1982)
WRITING-ACROSS-THE-CURRICULUM-ASSESSMENT

1. Schoolwide agreement that writing is an important tool for learning in all subjects.

2. Schoolwide agreement that teachers in all subjects areas at the junior high level have responsibilities to assist with the teaching of writing.

3. The encouragement of student writing in all subject areas at the junior high level.

4. The clarification of the purposes and methods for evaluating writing in all content areas.

5. Adequate time for writing in all content areas?

6. In-service education programs on the teaching of writing for all teachers?

7. The involvement of school administrators in the writing program?

8. Activities designed to elicit student in each of the specific subject matter areas included in the school curriculum?

9. The clarification of the purposes and methods for evaluating writing in all content areas?
PART II

BASIC PRINCIPLES OF A WRITING-ACROSS-THE-CURRICULUM PROGRAM
BASIC COMPONENTS OF A WRITING-ACROSS-THE-CURRICULUM PROGRAM

A well-managed writing-across-the-curriculum program should focus upon the following components:

• A PROGRAM PHILOSOPHY

The first essential component of a writing-across-the-curriculum program should include a program philosophy. Those who instruct and supervise within the program should develop such a philosophy. It should reflect the beliefs that teachers have concerning how students acquire writing skills and how these skills should be taught. It should include statements about why the teaching of writing is important, who has the responsibility for its instruction, and the relative position that such instruction should hold within the overall curriculum. A writing program philosophy should be based upon teacher experience coupled with what is known from the literature of composition. It should be the basis for decision-making about the other elements of the writing program.

• A SET OF SKILLS

Educational programs are designed and managed based on the belief that students need to learn certain skills. Traditionally, the skills identified as necessary have included simple transcription, proper grammatical usage, spelling, syntactic variety and fluency, organization, and a sense of audience. As a manager of a writing-across-the-curriculum program, it is best to deal with this set of skills in one of the following ways: The skills can be put into a definitely articulated scope and sequence and state the skills in
the form of behavioral objectives, or describe the skills within the context of desired types of writing products.

- A PEDAGOGICAL APPROACH

A writing-across-the-curriculum program should have a series of alternative approaches to writing instruction. From the substantial body of information that continues to pour forth concerning the teaching of writing, managers should cull what they feel is necessary to pedagogical approach of a writing program. Glatthorn (1980) offers the following research findings:

The study of grammar is an ineffective way to teach writing and takes time away from reading and writing.

Free writing time improves fluency.

Writing is basically a self-taught skill produced by rewriting.

- SUPPORTING MATERIALS AND RESOURCES

Three important considerations must be adhered to when selecting materials and resources for a writing-across-the-curriculum program.

First, commercial materials and resources should not become the program itself. Large sums of money are often spent trying to "buy" writing programs. Eventually, ditto masters and workbooks become the writing program.

Secondly, when selecting supporting materials, it is important that their focus or emphasis is in agreement with elements of the writing program. For example, if one of the philosophical positions is that writing improves by writing, then one would not expect students spending the bulk of their time with a workbook series that requires them to complete a stream of worksheets.
Finally, teacher constructed materials and resources are the most effective materials when they are in agreement with the philosophical positions of the writing program. Teachers know their students and understand what it takes to move them from one point to the next.

**EVALUATION**

Evaluation is feedback—information for growth and change. Within the context of a writing-across-the-curriculum program there are four areas of evaluation: the student, the teacher, individual lessons or units of instruction, and the overall program itself. In choosing or developing appropriate yardsticks for each of these areas, there are certain questions that need to be answered—what information concerning growth and change is important? What criteria should be employed for assessment? Who should be responsible for evaluation?

**ON-GOING TEACHER TRAINING**

There are two conditions that strongly suggest that on-going teacher training be a basic element of a writing-across-the-curriculum program: (1) the great majority of teachers are ill-prepared for this important task and (2) the great majority of teachers of writing will probably be in the field for some time to come.

As a manager of curriculum, it is important to generate in-service programs and curriculum projects to improve the skills of the teachers on the faculty. Additional training must be provided to make them feel comfortable and confident. This commitment will provide a forum for teachers to develop a philosophy, exchange ideas and techniques, and promote writing-across-the-curriculum.
PART III

WRITING STRATEGIES ACROSS-THE-CURRICULUM:

SCIENCE
MUSIC
ESTEEM
MATH
ART
WRITING IN THE SUBJECT AREAS ACROSS-THE-CURRICULUM

Why Write?

It is important that a student be made aware that writing is valued both in school and out—in classes other than English and in a variety of occupations.

A student whose favorite subject is history or industrial arts can more easily be motivated to write by that content and that content area teacher. And that content area teacher can best help the student first by responding to content as usual, always asking questions that make the student’s writing clearer and more logical, and then by pointing out one or two of the gross errors in usage or structure.

When/How?

Daily practice in writing is desirable in every class. The task is to motivate the students to write regularly, starting at the level of their ability, and to integrate that writing into the daily lesson.

Types of Writing Assignments

Any classroom activity from the initial do-now to the homework and all points in between—can give writing practice and use writing as a thinking and learning tool. A writing assignment can serve as a pre-teaching assessment of readiness; allow for remediation, reinforcement or enrichment; and provide a post-teaching assessment of the student’s ability to apply what has been learned.

SAMPLE LESSONS FOR CONTENT AREA TEACHERS

The following content assignments contain some reading, writing, listening and speaking. Writing in the content area reinforces learning and makes students think about what they are learning. The practice so gained incidentally helps the student develop into a more fully literate
person who values writing. Thus, the place of writing in lessons in science, home economics, health, education, for example, is a rightful and integrated one; writing is not an artificial add-on; it belongs in almost every lesson and homework assignment.

SCIENCE: COMPARING THE FRUIT OF THE APPLE TREE AND THE GREEN TREE POD

Preceding Lesson: How are fruits formed from flowers?

AIM: How does the fruit of an apple tree compare with the green pea fruit?

MOTIVATION: Teacher holds up an apple and a green pea pod. Both of these are the same part of a plant, yet they look very different.

What part of a plant are they? (fruit)

What should our aim for today be?

Instructional Materials: Apple (one for each pair of students and pea pods in the same quantity); chart of apple and pea pods; two dissection needles and scapel for each group of two students; rexographed hand-out sheet of model paragraph.

Development: 1. Organization of groups for dissection.

   a. Organize students into groups of two, if at all possible.

   b. Distribute instructional materials after appropriate safety precautions are given concerning the handling and use of the scapels and the dissection needles.

2. Apple and pea pod pre-dissection discussion.

   a. Locate fruit and seed parts of apple and pea pod on the charts.

   b. Elicit names of parts from the students.

      -receptacle, ovary, hilum, micropyle, embryo, stored food

3. Medial summary

   a. What were these fruits originally in the flower? (ovary)
b. What has happened to the other flower parts, such as stamens and petals? (died)

c. Try to find these on your fruits.

d. Why do both fruits have a waxy (waterproof) coating?

Development: 4. Apple dissection

a. Instruct the students to cut the apple in half. Each student works with one-half of the apple.

b. The part you eat is the enlarged base of the flower.

c. Ovary—hard part in the center containing seeds.

d. Ask the students to count the number of seeds in their half of the apple.

Written paragraph describing the apple

a. Instruct each student to write a paragraph describing the apple. Tell them no pictures are allowed, but their words must form a mental picture for the reader.

The size, color, and the parts of their half of the apple are to be included in the paragraph.

b. The teacher assists and checks work on an individual basis.

c. Students exchange papers and the teacher distributes model paragraph.

"My half of the apple was about 3 1/2 inches high. Its skin was red and shiny. Most of the apple was white, soft, and juicy. It tasted good. There are four small dark brown seed in my half. They were in a hard, yellowish core which really is the ovary."

6. Pea Pod dissection

a. Pea Pods are distributed.

b. Students are now asked to describe their fruit and its seeds in the same manner as they did for the apple.
c. Instruct students to split the pod along the convex edge.

d. Students do dissection and write their paragraphs.

e. Teacher assists students and checks their progress.

Development 7. Evaluation of pea pod paragraph

Various students read their paragraphs. The rest of the class listens to be sure that the color and shape of the pea pod are mentioned.

Included in the paragraph should be the size and number of seeds, the seed color, and how they are attached to the pod or fruit. Students should be encouraged to eat one seed and indicate its taste in the paragraph.

8. Enrichment

Students are asked to take one or two seeds home and dissect them. Extra credit will be given for paragraphs describing the internal features of the seed of the green pea plant.

9. Final summary

a. How are the fruits of the apple and the green pea alike?

b. How do they differ?

c. How are apple seeds and pea pods alike?

d. How do they differ?

Homework

Read pages _________ in your textbook on the subject of seedless fruit. In a short paragraph, explain how seedless fruits are formed and why they cost more than fruits with seeds.
EXTENDED WRITING ACTIVITIES FOR SCIENCE

1. **Advertisement** - Each member of the class is asked to write an advertisement for a scientific product.

2. **Daily Diary** - Each class keeps a diary of his/her observations of some long-term project; e.g., growth of plant from a seed; reactions of organisms in a balanced aquarium.

3. **Journals** - Each science student is required to copy notes into his/her notebook daily. This would constitute a journal of the term's learnings.

4. **Job Prospectus** - Have each class member prepare a prospectus for various occupations. (Marine biologist, geologist)

5. **Peer Evaluation** - Each student evaluates, in writing, the performance of another student—or group of students—who delivered an oral report.
FOREIGN LANGUAGE: RESPONDING TO AN ADVERTISEMENT

AIM: To write a response to a newspaper advertisement

MOTIVATION: Which product advertised on this page would you wish to have?

Development: 1. Students identify various products on the page. The teacher elicits the appropriate vocabulary.
   2. Students ask each other which products they prefer.
   3. Students write descriptions of several products.

Assignment: Students write on five products, emphasizing the details which must be included in a letter ordering the product.

Follow-up: 1. The class writes a collective letter ordering a product.
   2. The conventions of letter writing in English and the foreign language are compared.

EXTENDED WRITING ACTIVITIES FOR ENGLISH AS A SECOND LANGUAGE

1. Write, in English, menus which includes foods indigenous to a second culture. These foods will then be prepared for a culture fair.

2. Using the oral history approach, interview parents for details of their experiences with a view to the preservation of different cultures.

3. If you formerly lived in another country, write letters to friends in that land telling them what you are doing here.

MATHEMATICS: ORDER OF OPERATIONS AND APPLICATIONS

AIM: To apply the Order of Operations, using multiplication/division and addition/subtraction

MOTIVATION: Find the value of \( \sqrt{4+2\times 3+7} \)

Development: 1. Accept all answers as possibilities.
   Have students explain their solutions.
   Possible solutions and why!!
a) 4+2\times3+7 \quad \text{[}(4+2)\times3\text{]} + 7 = 25

b) 4+2\times3+7 \quad \text{[}(4+2)\times(3+7)\text{]} = 60

*c) 4+2\times3+7 \quad 4+(2\times3)+7 = 17*

d) others

2. Present the rules for the Order of Operations as a way of developing a universally accepted procedure for arithmetic operations without grouping symbols.

Order of Operations

first order: Addition - Subtraction

second order: Multiplication - Division

In arithmetic, the second order of operations must be done before the first order of operations.

3. Review motivation to apply the rule.

4+2\times3+7 \text{ becomes } 4+2\times3+7

4 + 6 + 7 = 17

4. Practice rule using combinations of multiplication/division and addition/subtraction

a) 4\times3+7\times8 \quad c) 24-16+4+3\times2

b) 20 \div 4 - 6 \quad d) 75 \div 3 - 4\times6 - 1

5. Summary 1. Find the cost of 3 cans of tuna at $.75 a can, and 2 loaves of bread at $.27 a loaf.

3 \times .75 + 2 \times .27

6. Drill: (use text, etc.)

7. Enrichment: Write numbers from 1 to 10, using 4's.

Example: 1 = 4 \div 4+4-4
8. Follow-up: For homework or classwork

Write a paragraph (2-5 sentences) on what might occur if there were no agreement about the Order of Operations.

Pupils exchange and read each other's papers for accuracy of content and clarity. They proofread and make necessary corrections.

EXTENDED WRITING ACTIVITIES FOR MATHEMATICS

1. Explaining the mathematical concept and vocabulary.
2. When teaching problem solving, requesting students to write original problems for the class to solve.
3. Explanation of a comparison shopper's attempt to determine whether to buy two smaller or one large can of the same product.

WRITING ACTIVITIES FOR MUSIC

1. Describe different types of music.
2. Analyze the meaning of different verses in a song.
3. Describe the various effects produced by different types of music. Present suggestions about when the different types of music might be used.
4. Present an argument for or against music in the classroom, on the street, on the bus, etc.
5. Your parents are very critical of rock music. Explain its history and why you like it.
WRITING ACTIVITIES FOR ART

1. Describe painting or sculptures viewed in a museum, school, or seen in books.

   Try to analyze the work in terms of subject matter, shape, form, color, balance, foreground, background, etc.

   The starting point should always be "What do you see?"

2. Relate art to actual events of the period. Discuss the relationship between the artist's view of a society and the historian's view of the same period.
PART IV

RESOURCES FOR THE ADMINISTRATOR AND CURRICULUM SPECIALIST
RESOURCES TO GUIDE AND ASSIST THE "OVER-WORKED" ADMINISTRATOR AND CURRICULUM SPECIALIST IN DEVELOPING A WRITING-ACROSS-THE-CURRICULUM PROGRAM

As a manager, your time is probably limited. You would like to take time out to read the latest literature on developing a writing-across-the-curriculum program. What you need is a group of readings which will provide you with enough information to guide you in this endeavor.

The following list of resources will provide you with a reasonable amount of information to establish a personal knowledge base.

For Administrators Who Only Have Time to Read One Book-Length Work in Writing, Read...


Perspectives on Writing in Grades 1-8. Shirley Haley-James, Editor, National Council of Teachers of English, 1981.

Formative Writing: Writing to Assist Learning in All Subject Areas. Berkeley: Bay Area Writing Project, University of California, Berkeley, 1979.

The Best Book to Keep on Your Desk


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