

Course Syllabus
IDND 30517: TEACHING WITH WRITING
Summer 2006
(Tentative)

Location: Clark University

Instructor:

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COURSE DESCRIPTION

Research has shown that writing promotes critical thinking and active learning. This course will focus on innovative ways of using low-stakes assignments, as well as revision-oriented writing assignments, in order to expand on our students' learning experiences and promote critical thinking and learning. We will explore advantages of assigning more and varied writing, as we examine different ways writing assignments can be designed and adapted across disciplines. In addition, we will examine concerns teachers have about increasing the number of writing assignments. The course will include readings, lectures, discussions and individual and group activities.

COURSE OBJECTIVES

This course is intended to promote ways of assigning and integrating writing activities in courses across disciplines in order to improve learning and thinking among students.

At the successful completion of the course, students will:

1. Find innovative ways to integrate varied writing assignments into their courses
2. Design effective problem-based assignments
3. Develop strategies and techniques for stimulating active learning and critical thinking using writing-based assignments
4. Design and implement revision-oriented writing assignments into their courses
5. Develop strategies for assessing higher volumes of writing assignments

COURSE MEETINGS

This course will consist of weekly classroom meetings that will take place on five Tuesdays from 10:00 a.m. to 1:00 p.m.: May 9, May 16, May 23, May 30, and June 6. The final due date for all course assignments is Tuesday, June 6.

REQUIRED TEXTS

Bean, John C. Engaging Ideas. San Francisco: Jossey-Bass Publishers, 2001.

Sorcinelli and Elbow (Eds). Writing to Learn: Strategies for Assigning and Responding to Writing Across the Disciplines. San Francisco: Jossey-Bass Publishers, 1997.

Supplemental articles related to course content will be distributed in class.

GRADING PROCEDURES

Assignments for this course will include the following:

Course Journal	25%
Short paper	35%
Final paper/project	40%

ACADEMIC HONESTY POLICY

You will write two out-of-class papers in this course. While you are encouraged to discuss paper topics and ideas with others during the planning and drafting stages, you are expected to produce your own writing. Any external sources should be cited correctly according to the style guide of your choice (for this course: MLA or Chicago Style).

In addition, please consult Clark's Academic Honesty Policy at <http://www.clarku.edu/offices/aac/integrity.shtml> for additional details and for procedures and penalties in case of violations.

STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, or if you have medical information to share with the instructors, please make an appointment to see me as soon as possible. If you believe that you may need accommodations in this class, please contact the Disability Services Office (DSO) as soon as possible to ensure that accommodations can be implemented in a timely manner. The DSO is located in the Academic Advising Center. Consult the website at: <http://www.clarku.edu/offices/aac/ada/> .