

# WRITING ACROSS THE CURRICULUM

Dr. Megan Adams, Kennesaw State University

Corrie Tuttle, Osborne High School (EDD Candidate)





Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

# What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:  
... a scientifically valid framework for guiding educational practice that:

- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

# UDL Principles



Richard Woods,  
Georgia's School Superintendent  
*"Building Georgia's Future"*  
[gadoe.org](http://gadoe.org)

- Multiple Means of Engagement



Image courtesy of hywards at FreeDigitalPhotos.net

- Multiple Means of Representation



Image courtesy of nakorn at FreeDigitalPhotos.net

- Multiple Means of Action and Expression



Image courtesy of ddpavumba at FreeDigitalPhotos.net

Image courtesy of Stuart Miles  
at FreeDigitalPhotos.net

Georgia Department of Education

# For additional information



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gadoe.org](http://gadoe.org)

Each "Building a Culture of Writing" session is recorded and posted on the Georgia Standards.org website

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-Collaborative-Conversations-on-Building-a-Culture-of-Writing.aspx>

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)

# Session Presenters

Dr. Megan Adams  
Kennesaw University



Corrie Tuttle  
Osborne High School  
Cobb County



Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

# HISTORY OF WRITING ACROSS THE CURRICULUM

- During the mid seventies, writing across the curriculum became a hot topic in education (McLeod, 1992). During the 1980s, MLA did a survey and found that writing across the curriculum was included in the majority of courses and programs across undergraduate and graduate programs in colleges in the United States (Kinneavy, 1987)
- In most cases, those programs were “bottom up”. Faculty wanted to institute the practice, and found resources to assist them in achieving their goals (McLeod, 1992).
- During the 1990s, academic literacies became popular as a tool to investigate how students (in most cases, the investigations were still of college students), were reading and writing in the various disciplines (Russell, Lea, Parker, Street, & Donahue, 2009)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# DIFFERENT NOTIONS

- Academic literacies, writing across the curriculum, content area writing – they are all similar in some important ways.
  - There is an insistence on deep learning – writing in order to get beyond surface learning.
  - Writing in different ways and for different purposes allows students to resist stereotypes about writing (Russell et al., 2009)
  - Exposure to different sentence structures and writing purposes through reading across content areas improves students' ability to write for varied purposes (Fountas & Pinnell, 2001).
  - Writing is a “disciplined form of thinking” (Murry, 1984, p. 3)

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

# WRITING AS AN ENGAGING ACTIVITY

- Think for a moment about how often your students write. In your class, in other classes, on social media. How about writing music? Remixing (using music, digital images, texts, sound, animation)? Do they come up with their own memes?
- For those of us who are ELA teachers, it can seem pretty obvious. They are supposed to read and write. Incorporating vocabulary and grammar into writing instruction is part of what we do. What about content area teachers? For example, do students know how to write in third-person passive voice for science?
- Research suggests that writing in essay form(s) contributes most to students content knowledge (Alvermann, Gillis, & Phelps, 2013)

# Questions?

- Before we move into the first interactive portion of our session, are there any questions?



Georgia Department of Education

# WHAT DOES CONTENT DEMAND?

- First, we should discuss what our content areas are and what students need to be able to do to write well in our content area. (Discussion)

**Use the CHAT feature**

or



**TWEET your response**  
**#CultureofWriting**  
**@GaDOEELA**

- Now, were any content areas left out? What do we know is needed in those content areas? (Discussion)

# Activity time!

- We will spend about five minutes now brainstorming a writing prompt for students in various content areas. For example, we might have students come in to our 8<sup>th</sup> grade Georgia social studies class write a defense/prosecution plan for a court case that is in the news (Dylan Roof recently, or when I was teaching, the Jamie Hood case would have been easily recognized by my students). What arguments would need to be made to convince the jury to convict? What arguments would need to be made to convince the jury to acquit? (Activity)



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)



CHAT or TWEET  
#CultureofWriting  
@GaDOEEELA

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# HOW DOES THIS WORK?

- PBL (problem or project) in LA classes using other subject area teachers/classes as resources, ideas, help
- PBL through other subject areas using LA teacher/classes as resource for editing or putting together student work in various written or oral media
- Sometimes we have students choose their own problem to fix, while other times we have given them a problem to fix as a group
- A strong PBL has elements of research, reading, writing, speaking/listening, and incorporates other subject areas
- Importance of an authentic audience
- Good resource for ideas [www.bie.org](http://www.bie.org)

# Student examples



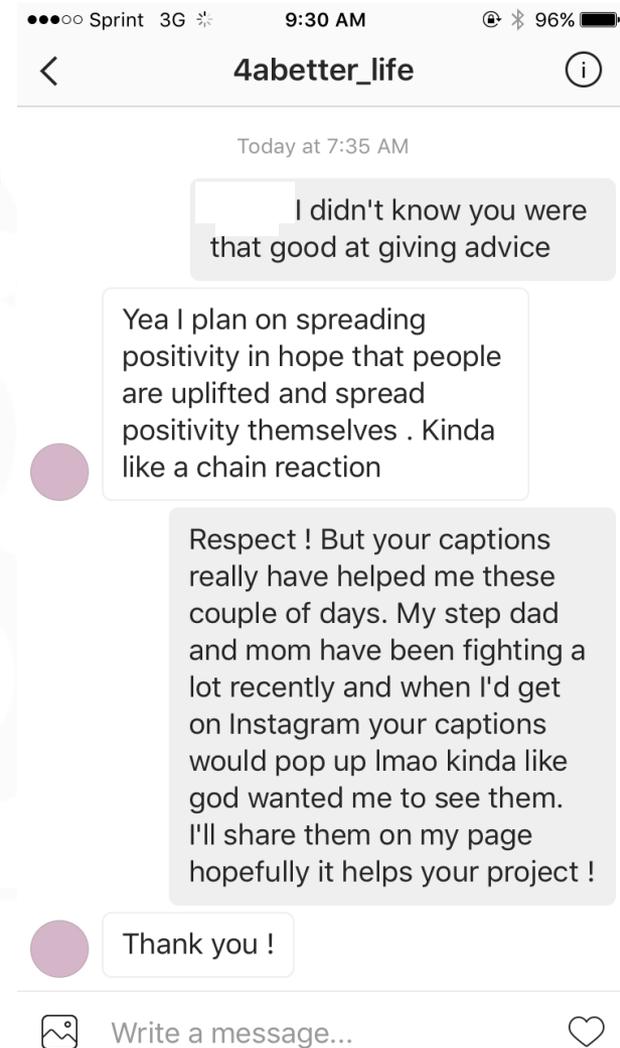
Last semester, students began working on the idea of having a drive for hygiene products that will go to students in need. This semester, they put that idea into practice with help from ROTC to start Operation Bright Box at Osborne HS.



# SOLVING THE ISSUE of Depression



In efforts to solve the issue I made an Instagram account which I'm using as a platform to reach out versus the person having to reach out for help. Spreading positivity into people's lives makes them a more positive person, and by doing this it makes them want to spread positivity causing a chain reaction. A small start up but a huge goal, eventually everyone will be spreading positivity and this issue will no longer be an issue. For about a week I posted uplifting visuals and captions and got a great response. In two days I got 29 followers, and out of those 29 one girl direct messaged me saying thank you because she was having a really tough week due to family issues and when she read my captions she felt better

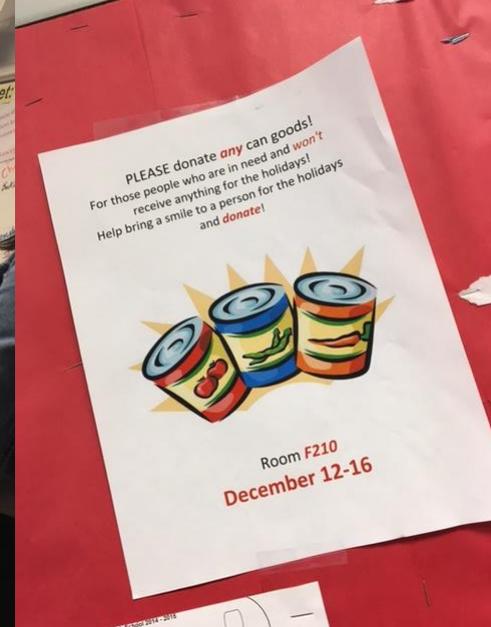
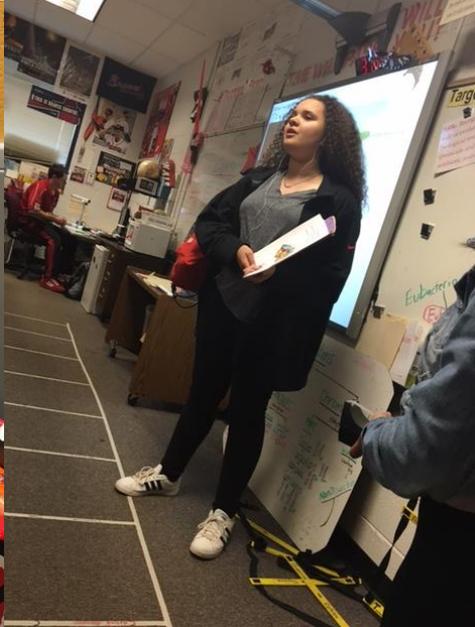


# Canned Good Drive

We are going to solve our problem by collecting as many cans as possible. Our goal is to collect about 100 can goods and after we do that we are going to send them to Noon Day church. They will then send it to the families and homeless. They will then have something to eat during the holidays.



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)



# Specific examples

- Corrie would love to give specific examples of how her school chose PBL, how it was implemented, how it has worked, etc. We want to give examples that help you all the most. Could you pose questions for her to respond to with examples now?

Chat or TWEET us



#CultureofWriting

@GaDOEEELA



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.doe.org](http://ga.doe.org)

# LITERATURE

- There is great literature on writing across the curriculum. We have created a website where we can all continue this work beyond our webinar.
- <http://www.drmeganadams.educatorpages.com/>
- We will use that space to share resources, gather resources you value on writing across the curriculum, and continue to discuss the importance of writing.
- For today, we would like to focus on *how* to teach writing in ways that supports students' ability to synthesize information and allows them space to demonstrate their mastery of key concepts in each content area. What does that need to look like, and how can we do it and support all learners?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# WRITING

- We are asking you to write in this activity. Using either a Word document on your computer or a pen and paper, write about your most memorable writing activities in school. Do you remember the assignment? Do you remember loving/hating the assignment? What about the process?
- Think about what the instructor did. How did s/he encourage the writing?
- Take about 5 minutes to think about this and begin your writing. We'll ask for volunteers to share briefly using the Chat feature or Twitter. This is important work – we know that we often teach the way we are taught. If you would like to compose something longer than a few Tweets, we'd love for you to share these to go up on the website; please email them to us (scanned or via Word doc) if you feel comfortable sharing.
- [madam104@kennesaw.edu](mailto:madam104@kennesaw.edu)

# Tweet your responses!

- We can use the Chat feature or Twitter to share some of our favorite writing experiences.



#CultureofWriting  
@GaDOEEELA

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# DISCUSSION

- Now, take a moment to think about your most memorable experience teaching writing. Can you think of a lightbulb moment with a student, an activity that worked well, a tool you use often?
- Following our discussion, we would be delighted if any of you want to type/write that up for us to share on our webpage as well. These tools in our digital toolbox may give us all ideas we can duplicate in our own teaching.
- [madam104@kennesaw.edu](mailto:madam104@kennesaw.edu)  
[www.drmeaganadams.educatorpages.com](http://www.drmeaganadams.educatorpages.com)

# Tweet!

- Tweet or chat about your favorite experiences teaching writing, please!



#CultureofWriting  
@GaDOEEELA

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

# CONNECTING TO YOUR STANDARDS

- So, how should we do this? What do we need to make this happen in our own classrooms?
- Think about three things:
  - What do you need to make this work in your classroom (or what do you do if it is working well already)
  - What can you do to support other content areas and work together to increase students' writing and improve the quality of that writing?
  - What can we do to help with any of the above?

# First, discuss

- Using Chat or Twitter – what do you need in order to teach writing the way you really want to? Are you already doing so?



#CultureofWriting

@GaDOEEELA

# Questions



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)



# Universal Design for Learning



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)

DeeDee Bunn,

Program Specialist, Georgia Project for Assistive  
Technology

Special Education Services and Supports

Georgia Department of Education

Thank  
you



DOE

Georgia Department of Education