

Course # and Title:

4961

Writing Heuristic for Content Teachers**Course Description:**

Writing Heuristic for Content Teachers is designed to guide teachers through writing and implementing an inquiry unit that results in a summative writing experience for students. This process will allow teachers to meet both content and literacy standards of the Iowa Core. Students will be challenged to question, contemplate, discover, analyze and synthesize new knowledge. Participants will be part of a learning community, inquiring into the essential question: What is teaching, and what is learning? As participants work through the unit planning process, they will revisit this question and reflect on how their thinking is affirmed, challenged, and changed. There will be four days of face-to-face learning and collaborative planning. The face-to-face days will be supplemented with facilitated online discussions using the Moodle platform, and one webinar regarding classroom implementation.

Objectives:

- Participants will understand the Writing Heuristic Framework as a means to implement the Iowa Core.
- Participants will use the Writing Heuristic Framework to write and implement a unit.
- Participants will understand that learning occurs through the negotiation of ideas.
- Participants will infuse the Characteristics of Effective Instruction within their units.

Instructors:**Credits:** 2 EDMA credits**Sections:**

17860 (27.5 clock hours)

1. 9/27/13 – 8:30 a.m. – 3:30 p.m.
2. 10/08/13 – 8:30 a.m. – 3:30 p.m.
3. 11/12/13 – 8:30 a.m. – 3:30 p.m.
4. 12/12/13 – 8:30 a.m. – 3:30 p.m.
5. 2/27/14 – 7:00 a.m. – 7:45 a.m. and 3:45 p.m. – 4:30 p.m.

Course Criteria

Scientific Research:

What is the research base for this content? Required for all learning opportunities, except meetings.

- Clark, A., Anderson, R., Li-jen, K., Kim, I., Archodidou, A. & Nguyen-Jahiel, K. (2003). Collaborative Reasoning: Expanding Ways for Children to Talk and Think in School. *Educational Psychology Review*, 15(2), 181.
- Darling-Hammond, L., et al. (2008) *Powerful Learning: Teaching for Understanding*. Jossey-Bass, San Francisco, CA.
- Hand, B. (2008). *Science Inquiry, Argument and Language: A Case for the Science Writing Heuristic*. Rotterdam, Netherlands: Sense Publishers.
- Hand, B., & Norton-Meier, L. (2011). *Voices from the classroom: Elementary Teachers' Experience with Argument-Based Inquiry*. Rotterdam, Netherlands: Sense Publishers.
- National Research Council. *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC: The National Academies Press, 2005.
- Norton-Meier, L., Hand, B., Hockenberry, L., & Wise, K. (2008). *Questions, Claims and Evidence*. Portsmouth, NH: Heinemann.
- Stiggins, R. & Dufour, R. (2009). Maximizing the Power of Formative Assessments. *Phi Delta Kappan*, 90 (9), 640-644.

Required Readings: What texts, readings, and materials will you require participants to read? Include publication dates. Do the required readings represent multiple perspectives? Please ensure the required readings are current, reliable & easily accessible. Required for all learning opportunities, except meetings.

Selected excerpts from research listed above.

Current journal articles, reports and/or blogs as assigned.

Iowa Core Standards:

- Iowa Core English Language Arts and Literacy for History/Social Studies, Science and Technical Subjects
- Iowa Core K-12 Social Studies Essential Concepts and Skills with Details and Examples
- Iowa Core K-12 Science Essential Concepts and Skills with Details and Examples
- Iowa Core Curriculum K-12 21st Century Skills Essential Concepts and Skills with Details and Examples

A Framework for K-12 Science Education

College, Career and Civic Life: Framework for State Standards in Social Studies

Delivery Methods:

What delivery methods will you use? Required for all learning opportunities, except meetings.

- lecture
- modeling
- hands-on activity
- small group work
- role playing
- demonstration
- technology
- lecture
- modeling
- hands-on activity
- small group work
- demonstration
- technology

Assignments:

Specifically, what assignments will you require of participants? List them. Required for all learning opportunities, except meetings.

- Attend and participate in four days of face-to-face professional development (24 hours)
- Attend and participate in a webinar (2 hours)
- Outside of class reading (6 hours)
- Participate in online discussion forums (9 hours)
- Develop and share a unit of study (35 hours)
- Implement the unit (12 hours)
- Participate in an online reflection around implementation (2 hours)

Grading/Methods of Evaluation:

How will grades be determined?
 Which assessment/evaluation tools will be utilized, i.e. rubrics, learning logs, portfolios, teacher generated checklist, etc.
 What will you evaluate? What is your grading scale? Required for all learning opportunities, except meetings.

Grading will be determined via a rubric, and posted on the Moodle, with individual scores for:

- Online discussion
- Submitted unit of study
- Implementation of unit
- Online reflection on implementation

Grading Scale:

A = 16-14 Points

B = 13 Points

C = 12 Points

F = 11-0 Points

Pass = 16-12 Points

Fail = 11-0 Points

Rubrics:

All learning opportunities must include a rubric used to determine the quality of the work produced. Learning opportunities will not be reviewed or approved until a rubric is received. Quality of the given assignments must be clearly described. Required for all learning opportunities, except meetings.

Criteria	4 Points	3 Points	2 Points	1 Points
Active participant in online discussion forums	Clearly expresses ideas and learning, including examples and experiences. Postings meet Netiquette expectations. Tone is open to ongoing discussion. Replies move discussion forward.	Clearly expresses ideas and learning, including examples and experiences. Postings meet Netiquette expectations. Replies move discussion forward.	Ideas and learning are included. Postings meet Netiquette expectations.	Needs to express ideas and learning. Failed to meet Netiquette expectations.
Submitted unit of study	Unit fully developed and clearly demonstrates the intent and philosophy of the Writing Heuristic. Detailed descriptions make this a unit others could easily use. Includes useful lists of resources.	Unit fully developed and clearly demonstrates the intent and philosophy of the Writing Heuristic. Sufficient description for sharing with others.	Unit developed.	Needs to complete all parts of the unit development.
Implementation	Unit was fully implemented with students.			Needs to implement unit.

Reflection on implementation	Clearly expresses ideas and learning from the implementation. Includes examples and experiences. Clear evidence of growth in thinking based upon results of the implementation. (What will you do differently next time?) Also evidence of philosophical and affective growth based on the experience..	Clearly expresses ideas and learning from the implementation. Includes examples and experiences. Clear evidence of growth in thinking based upon results of the implementation. (What will you do differently next time?)	Ideas and learning from the implementation are described. Clear evidence of growth in thinking based upon results of the implementation. (What will you do differently next time?)	Needs to describe ideas and learning from the implementation. Needs to demonstrate growth in thinking based upon the results of the implementation.
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Implementation:

What evidence will participants submit to demonstrate implementation? Required for all learning opportunities, except meetings.

Participants will submit a complete unit plan and will engage in an online reflection around implementation of their unit.

Instructor Information:

- I am an AEA 267 employee and will be teaching off my regular contract time for instructor pay (i.e., AEA 267 Adjunct Instructor)
- I am an AEA 267 employee and will be teaching as part of my AEA duties. Therefore, I will not receive instructor pay.
- I am contracting with AEA 267 Professional Development to be an Adjunct Instructor at instructor pay.
- I am contracting with AEA 267 Professional Development to be an Adjunct Instructor and I am NOT requesting instructor pay.

Instructor information on file in Professional Development department.