

Transcript EDUC172 Part 3-01

In this section of the course we're going to look into writing across the curriculum.

Writing across the curriculum implies that all teachers have the responsibility to help students to develop their expressive skills and, as stated in the previous sections of this course, that they're able to write in the particular genres and styles that reflect the discourse that you teach in your subject area.

So, in this part of the course we're going to think about creative ways of getting students involved in writing, writing as a fun activity, so that writing doesn't always appear as some kind of task with large responsibilities attached to it like passing exams.

When writing comes as a kind of punishment people tend to shy away from it as an activity that can be both enjoyable and writing as a form of learning, writing to learn - that we can teach ourselves many things about what we know by having to explain them clearly. And in doing so we also find out what we don't know. This is beneficial for students as it can guide their research and inquiry into different subjects that they study.

It is also possible to teach both writing in the subject matter, and writing as a form at the same time, so that form and content are wed in the pedagogy that you deliver. This is important because it's the only way to achieve it, when trying to cover a lot of content-based curriculum.

If you wish to teach both writing in the style and writing of the content, one needs to be able to teach them together.

This requires a certain degree of creativity, but it doesn't require an exceptional knowledge of language. Language can be organized, especially English as a language, can be organized into various parts and we've already looked in this course at the idea of breaking things into brick words such as, such as, let's say, "industrialization" - a noun, and also as we look at the second section of the course on reading, and noun that fits within a particular academic discipline of writing.

So a kind of word that is built up from its word root of "industry" and turned into adverb first, "industrial", and speaking abstractly of the process by which things become industrial, the word "industrialization". And industrialization is an important term in a variety of different subjects across curriculum.

So, and then, we also have the idea of teaching mortar words. And the mortar words are often things that are smaller, function words, and in certain cases a mortar word could be a preposition such as "of" or "in" or "by" or "through" and cetera. There are many, many along.

There are also compound propositions that are function words and that are in this case mortar words. Words like "without". You can see that two prepositions are used so frequently together that they are presented as one word.

So key to having our prepositions is that they usually come before a phrase. The phrase might include a brick word and the brick word might be at the end, like "through the processes of industrialization," or "without industrialization".

If you use the term "without industrialization," then you can see you created a small noun phrase. In the case where we're teaching our subject area then, we can start to fashion with the phrases the words that connect the different abstract ideas that we're trying to express.

So, when one takes both brick and mortar words into consideration then that presents you a way of understanding the form, but also gives you the ability to express the content that you're teaching and you want them to demonstrate their knowledge of the curriculum back to you so you can assess and evaluate it.

If we were to then build up a very simple sentence, we can see that the sentence itself is usually broken into a subject and a predicate, topic which is discussed and then... sorry, a topic which is mentioned, and then something about that topic.

So in the most simple form, if you take a noun and a verb, a pronoun here, "they" and "went" as your verb, very simple, you could list a whole lot of prepositional phrases.

You can see that it ends with a noun and the noun is in this case, it looks like a verb, looks like the ING form of the verb, but it is a gerund. And in this case, we can use different phrases to orient the reader as to what is happening.

Now of course we don't know anything about "they", but you can see that in a more academic form of this you could say, let's say, "without a glossary."

The "organization of written words" would be ...

Ok, in this example, that I just got on the top of my head, you can see that here, we have the introductory phrase "without a glossary". "Without a glossary" is placed as a prepositional phrase here, at the front of the sentence introducing it. The main subject and verb. The "organization" is the main subject and this is also a part of the main subject but you can see that it's a prepositional phrase, so that we have the prepositional phrase "without a glossary."

The main subject "organization of written words" orienting you to word what's being talked about. And then the main verb. It's a conditional of course because it presupposes the non-existence of a glossary so "would be" and then the actual main verb itself, those are the auxiliary verbs, the actual main verb itself "disordered."

So in this case, the sentence, you can see I'm just choosing one out my own subject area, being language and literacy, but it suggests a key word, so if I needed people to understand an aspect or say, a sub-genre of writing, "glossary" might be one of those subgenres.

So, in this case what we wind up with, is a key vocabulary term and I might be talking about the organization of written words that might be very specific to what I am discussing.

Here I'm just going to bold this - the idea of a glossary and the written word and its connection. It presupposes then that I've got two brick words that I want, one is a phrase, a noun phrase "written words", and the other is another noun, "glossary." I might be talking about organization as a principal of language so I might have yet another key word here.

And of course, and of course, the last part of it is that I might be discussing processes.

So order and disorder might be a key theme that I am discussing when discussing the way language is, you know, structured.

In all these different instances then I have processes, and I have things that I want students to be able to understand. And the way I'm connecting them is using these different smaller phrases. And the smaller phrase words, the function words like prepositions and not only propositions as you can see you got maybe article and you have adjectives and different words like that, that will also do the work of that, but this allows you to see then a quick example that we can take stock of.

So just starting simply I would like you for the next part of this, to using some prepositional phrases, which as you can see you can...

Here you will have just another phrase at the end.

Again, it's using a double preposition along with all our lists just to show you that in this instance you are able to use prepositional phrases as one example of the structuring of the phrase, and to place them in various parts of the sentence so that they can introduce a sentence. They can modify a subject and they can also add more information after the main verb, or the subordinate verb has appeared in the sentence.

So, this is just one way to start to organize language and it will be useful to just write a few sentences or observe the sentences that you have already written and start to look for those patterns where you can see in one framework a series of prepositional phrases connecting the keywords that you are trying to get the students to use and understand.

It's important that they not only hear and see words as we've said but that they also have the chance to write with them and to write with them in context.

This is a very simple introduction so we'll just start and generate a few, and then we'll start to see what we can do when we organize language and see it as structure of different parts working together or in common syntax.

Ok, let's do that.