

WRITING ACROSS THE CURRICULUM
Exercise Science
Bibliography

AUTHOR English, Fenwick W.
TITLE **Biography as a Focus for Teaching Leadership**
PUB. DATE April 1994
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994)
PUB. TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS Administrator Education; Autobiographies; Biographies; Case Studies; Curriculum Development;
ABSTRACT Despite a long history in the arts and humanities as curricular mainstays and a continuing presence as sociocultural mythological anchors, biographies and other forms of life writing have been neglected as sources for teaching educational leadership. Besides biographies, these include autobiographies, portraits, profiles, case studies, memoirs, diaries, and journals. This paper examines the reasons for their under-utilization and discusses emerging perspectives that foster a reexamination of the efficacy of life-writing materials as teaching tools for professors. . .

AUTHOR Everhart, Brett; Turner, Ed
TITLE **Computer Feedback for Improved Teacher Training**
PUB. DATE November/December 1995
NOTE pp. 57-60
PUB. TYPE Journal/Article *JOPERD*
DESCRIPTORS Preservice physical education teachers learn best when they can review and analyze their own performance
ABSTRACT All physical education teachers need feedback if they are to improve their instruction and increase academic learning time. In simple terms, academic learning time in physical education (ALT-PE) is defined as the time students are engaged successfully in a subject matter motor task. It is that time in which students are successfully practicing the tasks related to the lesson goals. . .

AUTHOR Fellows, Nancy J.
TITLE **The importance of Reading, Writing and Talking in Preservice Teachers' Thinking Changes**
PUB. DATE April 1993
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
PUB. TYPE Speeches/Conference Papers (150) -- Reports --Research/Technical (143)
DESCRIPTORS Attitude Change; Cognitive Restructuring; Course Content; Discovery Processes;

ABSTRACT This study examined the effect of an experimental educational psychology course on preservice teachers; ideas about teaching. The experimental course immersed students in writing as a response to reading, writing to reflect on previous beliefs, and a teaching model to help students question their experiences and beliefs founded in previous school experience. The study investigated whether 20 preservice teachers would change their conceptions and attitudes about the unimportance of reading and writing across curriculum subject matter when immersed in a preservice 16-week course where writing to make sense and reflect, and talking, were central to their learning experiences. . .

AUTHOR Pittendrigh, Adele S.; Jobes, Partick C.
TITLE **Teaching Across the Curriculum**
PUB. DATE April 1984
NOTE pp. 281-297 Vol. 11, No. 3
PUB. TYPE Journal/Article *Teaching Sociology*
DESCRIPTORS Critical Communication in the Sociology Classroom
ABSTRACT This article describes a collaborations between a sociologist and a writing instructor to develop a Human Ecology course that stresses problem-solving and written communication. The emphasis on thinking and writing skills means reduced time for lectures but increased student ability to identify, resolve and communicate issues in sociology.

AUTHOR Johnson, Julie; Holcombe, Melinda; Simms, Gloria
TITLE **EVALUATION OF WRITING IN A CONTENT AREA**
NOTE pp. 157-162
PUB. TYPE Journal/Article
DESCRIPTORS *Reading Improvement*
ABSTRACT Content area teachers are beginning to incorporate writing into the curriculum because they find that writing is a useful process for learning subject matter. When teachers incorporate new instructional methods, new ways of evaluating students' progress are also necessary. . .

AUTHOR Kirk, David; Tinning, Richard
TITLE **Physical Education Pedagogical Work as Praxis**
PUB. DATE April 1992
NOTE 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992)
PUB. TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS Action Research; Curriculum; Educational Principles; Elementary Second Education;
ABSTRACT Currently, the technical approach to curriculum and instruction in physical education is dominant. The key features of this approach are: the use of behavioral objectives in planning programs and instructional episodes; selection of subject matter and teaching strategies based on intended

learning outcomes; and assessment of behavioral outcomes using measurement and quantification. An alternative to the technical perspective on physical education and instruction is an approach based on reflective practice. . .

AUTHOR Manzo, Anthony V.; and Others
TITLE **Dialectical Thinking: A Generative Approach to Critical/Creative Thinking**
PUB. DATE December 1992
NOTE 25p. Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, Dec. 2-5 1992)
PUB. TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS Creative Thinking; Higher Education; Instructional Innovation; Learning Strategies;
ABSTRACT Dialectical thinking has values for education that have been largely overlooked by researchers and educators. Dialectical thinking refers to the ability to view issues from multiple perspectives and to arrive at the most economical and reasonable reconciliation of seemingly contradictory information and postures. Dialectical thinking is a form of analytical reasoning that pursues knowledge and truth as long as there are questions and conflicts. . .

AUTHOR Pylik, Betty P.
TITLE **A Short History of Graduate Preparation of Writing Teachers**
PUB. DATE November 1992
NOTE 14P.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992)
PUB. TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Historical Materials (060) -- Speeches/Conference Papers (150)
DESCRIPTORS College Faculty; Educational History; English Curriculum; English Instruction;
ABSTRACT The current practice and theory of preparing college teachers of writing can benefit greatly by considering the history of writing teacher education as practiced in this country since at least 1894. Harvard University (Cambridge, Massachusetts) offered the first course for new teachers of writing in 1912, and in the early years of this century, occasional calls for better graduate training programs were made in articles published in "English Journal." . . .

AUTHOR Watson, Karilee; Traxler Mary Ann
TITLE **Writing Across the Curriculum: Creating ja Professional Writing Sequence for a Teacher Education Program**
PUB. DATE June 1992

NOTE	19p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (5 th , Louisville, KY, June 1992)
PUB. TYPE	Speeches/Conference Papers (150) - - Reports - -Descriptive (141)
DESCRIPTORS	Educational Courses; Graduation Requirements; Higher Education; Portfolios (Background Materials);
ABSTRACT	Writing proficiency is an important skill that can help teachers communicate what they know to colleagues, teacher educators, and researchers. The effectiveness of the Writing across the curriculum movement supports development and implementation of a writing program in undergraduate teacher education. The Advanced Writing Proficiency (AWP) Program at Saint Mary's College (Indiana) requires students to demonstrate competency in "Writing appropriate to the profession." . . .
AUTHOR	Williams, Marium
TITLE	Renewal That Fits: Preparing Educators for Reforming Schools
PUB. DATE	January 23, 1995
NOTE	12p.
PUB. TYPE	Reports – Descriptive (141)
DESCRIPTORS	College School Cooperation; Curriculum Development; education: Change; Educational Methods;
ABSTRACT	This paper describes activities of Morehead State University (Kentucky) to support public schools in adjusting to state-mandated educational reforms in curriculum, instruction, assessment, support for children and their families, shared decision-making, and paradigm shifts from Skinnerian behaviorism concepts to social constructivism. (1) assessing needs of educators; (2) providing a workshop on outcome-based education in response to identified needs; (3) providing training on performance-based assessment; . . .