

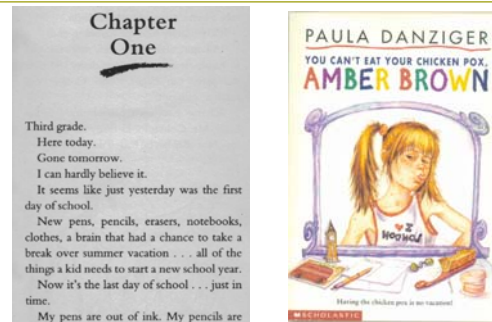
Authoring with Video Supporting Writing Through the Use of Word Processing and Digital Video

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Funding awarded to WGBH by the
Department of Education Office of Special
Educational Programs #H327H030002

Paper presented at the Instructional Technology and Education of the Deaf Symposium
National Technical Institute for the Deaf
Rochester, New York June 2005
<http://www.rit.edu/~techsym> M11A

What is *good* writing?



Writing in Text Books

Lincoln kept up with politics in Illinois and in the nation. He was often called upon to make campaign speeches for men running for office. He was a good political speaker. Though he was a great gangling figure of a man, and wore old clothes, and did not have a good voice, he impressed people when he spoke. Lincoln knew what he was talking about and meant what he said. He could make people listen and take notice.

Writing in Trade Books

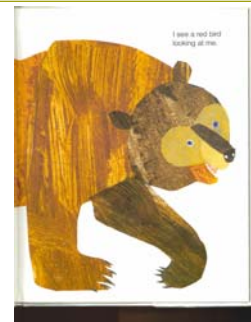
Abraham Lincoln wasn't the sort of man who could lose himself in a crowd. After all, he stood 6'4" tall, and to top it off, he wore a high silk hat. His height was mostly in his long, bony legs. When he sat in a chair, he seemed no taller than anyone else. It was only when he stood up that he towered above other men.

At first glance, most people thought he was homely. Lincoln thought so too, referring once to his "poor, lean, lank face." As a young man he was sensitive about his gawky looks, but in time, he learned to taunt at himself. When a rival called him "two-faced" during a political debate, Lincoln replied: "I leave it to my audience. If I had another face, do you think I'd wear this one?"

Attributes of Good Writing (Fearn & Farman, p. 329)

- ▣ Features sentences that are clear, precise & mature
- ▣ Has a recognizable organizational pattern
- ▣ Is mechanically conventional
- ▣ Involves choosing the right word for the right reason
- ▣ Features the best form for the intended function
- ▣ Reveals writers' voice, passions & perspectives
- ▣ Occurs when writers can generate ideas as needed and explore them fluently

Brown bear, brown bear, what do you see?



What is Authoring with Video (AWV)?



Prompt Format

- Paragraph 1—Set up the topic or context. State what the students have learned (and will see).
- Paragraph 2—Outline the reason for writing. State the **audience** and **purpose**.
- Paragraph 3—Directions for writing. State the **task**.

Election Prompt

We, as Americans exercise our right to vote. We have been given this right in our Constitution. The 26th amendment states that any American citizen 18 years or older has the right to vote.

This year, we voted for the President of the United States in the 2004 election. Americans, 18 years old and older, were given the opportunity to vote for our President. The California legislature has looked at the possibility of giving children age 12 and older the right to vote. Some people think New Jersey should think about changing the voting age to all citizens who are 12 years old or older. You will be **writing a speech to present to the New Jersey legislators stating and supporting your opinion** on whether the voting age should be lowered to 12 year olds and older.

In your speech to the New Jersey Legislature you should **state your opinion either in favor of or opposed** to children ages 12 and older having the right to vote. Be sure to **state reasons to support your opinion and give enough details and/or examples to persuade the New Jersey legislators to agree with you**.

JA's AWV Election Speech



WG's AWV Election Speech



Venice Prompt

Venice is called the "Floating City." It was built on a swamp and the coastline is shrinking. As a result, the city is constantly being flooded. Humans spend billions of dollars and hours trying to live in this city that does not want to be lived in.

Suppose the government in Venice wants to decide if Venice should continue to be developed, or if the city should be abandoned. Imagine **you have a cousin** who lives in Venice. **Write a letter** to him or her **giving your opinion** about this issue.

Consider the time and cost spent to make Venice inhabitable. How does this weigh with Venice's historic and cultural value? What about the people who live and work in Venice? Be sure to **present a strong argument and use facts to support your opinion**.

TJ's AWW Venice Letter



Why AWW?

- Writing with knowledge and in authentic context
- Increased motivation to write & publish
- Increased motivation to revise
- Increased motivation to edit
- Increased motivation to read
- Writing is improved when **task**, **audience** & **purpose** are clear and the writer is engaged with a challenging task
- Invites mini-lessons on language within an authentic context

Our Project—Authoring With Video

- Single subject design comparing a child's writing in **AWV** to his/her writing in a **Traditional** approach
- Based in social studies middle school classes
- Crosses both social studies and language arts classes
- Uses the MA composition rubric as a holistic assessment of writing and an AWW developed rubric to assess social studies content

AWV Social Studies Units for '04-05

- MA 6th grade: World Geography (**10 students**):
 - Venice
 - Egypt
- NJ 6th grade Ancient Civilizations (**5 students**):
 - Egypt
 - Medieval Civilizations
- NJ 8th grade US History (**8 students**):
 - Native Americans
 - Slavery/Civil Rights

Traditional Social Studies Units for '04-05

- MA 6th grade: World Geography:
 - South America
 - Asia
- NJ 6th grade Ancient Civilizations:
 - Ur
 - Rome
- NJ 8th grade US History:
 - Westward Movement
 - Underground Railroad

AWV Steps

- Open a movie clip
- Open Word
- Run the movie and begin authoring
- Save the writing as a .txt document and close both the movie & Word
- Open MAGpie
- Import the movie and the text
- Set time codes for the text to be broken into "captions"
- Enjoy the video!

Let's Author With Video....



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Sources

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Language Arts & Literacy

- | | |
|---|---|
| <p>Massachusetts</p> <ul style="list-style-type: none"> □ 4 Strands: Language, Reading & Literature, Composition and Media □ 27 General Standards — what students should know & be able to do by grade level | <p>New Jersey</p> <ul style="list-style-type: none"> □ 5 Standards: Reading, Writing, Speaking, Listening, Viewing & Media Literacy □ Each standard is divided into strands □ Cumulative Progress Indicators telling what students should know & be able to do by grade level |
|---|---|

MA History & Social Science NJ Social Studies

Massachusetts

- 4 disciplines: history, geography, economics & civics
- Learning standards, concepts & skills are organized into grade level sets. These describe what students should know and be able to do

New Jersey

- 5 standards: civics, world history, US/NJ, economics & geography
- Cumulative Progress Indicators by grade level describing what students should know and be able to do

Writing/Composition

MA Composition Strand

- 19—students will write with a clear focus, coherent organization, and sufficient detail
- 20—Students will write for different audiences & purposes
- 21—revision
- 22—English conventions
- 23—organizing ideas

NJ Writing Standard

- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes
 - Process
 - Product
 - Mechanics
 - Forms, audiences & purposes

Race to Save the Planet Prompt

We have seen that there is a strong connection between the earth and the people who live there. Sometimes the earth impacts the people in the area. At other times, people change, or take advantage of the earth around them. You can see examples of this in how people develop their culture (food, clothing, traditions), what kind of jobs they have, how they spend their free time.

What kind of connections do you see between the earth and the people who live there? Show Bonnie-jean that you understand the concept of interaction.

Write an essay that explains the connections you see in the movie clip. **Give at least three examples with supporting details.** Be sure to use facts to support your comments.