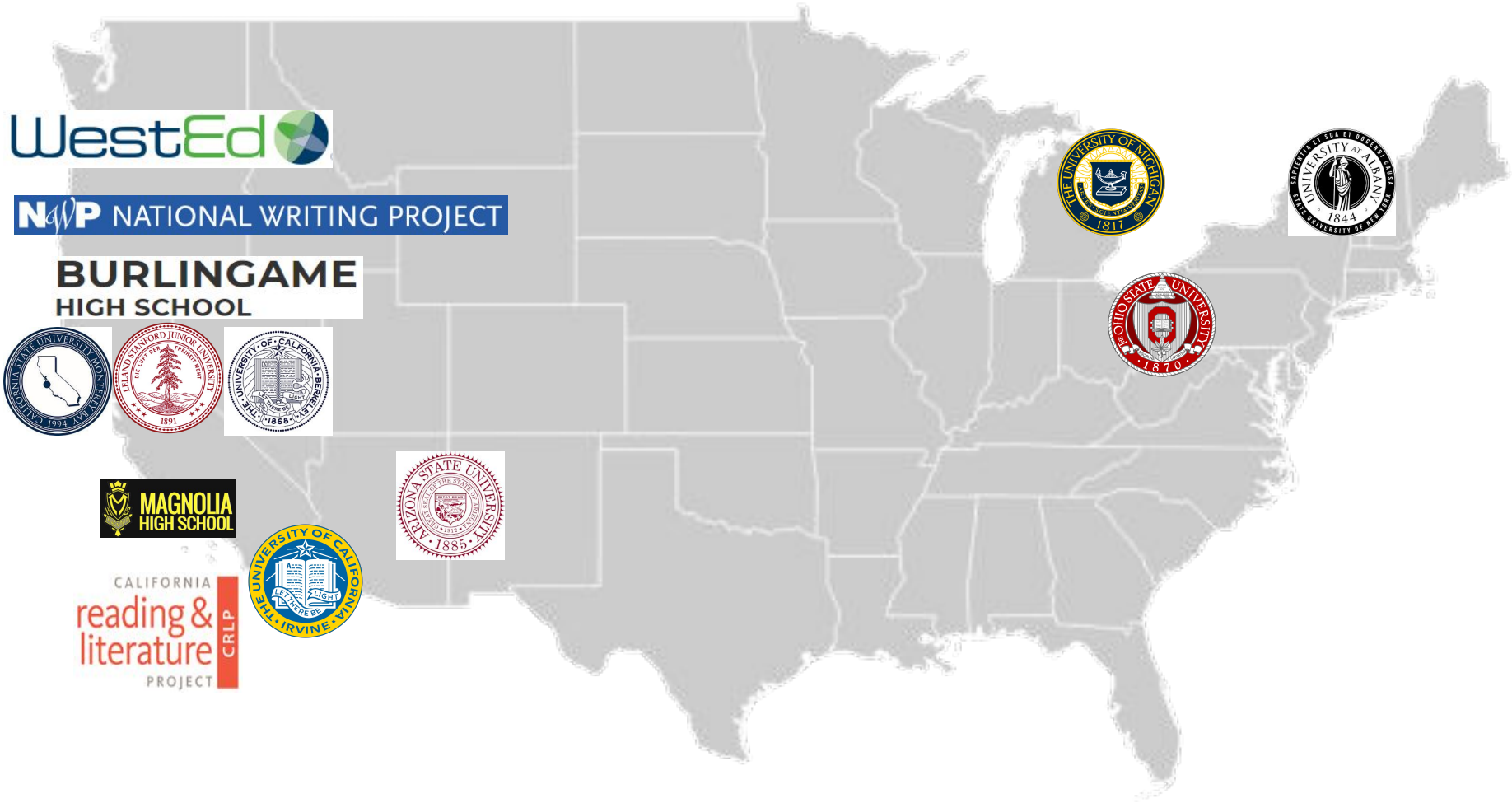
WRITE CENTER

UCIrvine

@Write_Center

Who we are

Our Extended Team



Funding Source

This research was supported by a grant from the US Department of Education, Award R305C19007, PIs: Carol Booth Olson, Co-PIs: Tanya Baker, Steve Graham, Mark Warschauer

Why Argument Writing Matters

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National Measures of Writing are Concerning

27% of 8th and 12th graders are at or above the proficiency level in writing, according to the most recent ational Assessment of Educational Progress in writing (NAEP)

18% of 12th graders are at or above the proficiency level in writing

1% of English Language Learners in both 8th and 12th grades scored at the proficiency level

Systemic Challenges Impacting our Classrooms

71%

of teachers report that they received minimal or no preparation to teach writing during college, including argument writing

Evidence-based practices for improving writing are **underutilized**

Classroom writing frequently involves little analysis and interpretation, skills critical for argument writing

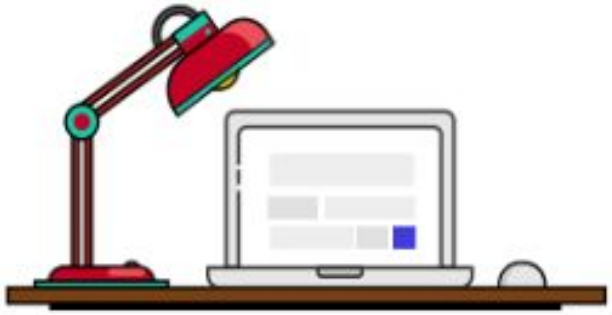
The Complexity of Argument Writing

Studies find that secondary students have difficulty:

- writing clear and arguable claims
- generating and critiquing evidence
- explaining how evidence supports their claims
- learning particular argumentative structures
- anticipating potential criticisms of their position
- evaluating the quality of their argument

. . . . . .

Yet, writing is a "threshold skill," allowing access to college, employment, and promotion in the workplace



The Power of Argument Writing

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

change a reader's point of view

bring about action on the part of the reader

ask the reader to accept the writer's evaluation of an issue

Priorities of the National WRITE Center

PARTNERING

with writing researchers, school leaders, and secondary teachers to address the national concern related to student writing

DEVELOPING

a focused plan of research to inform resources for history teachers' source-based argument writing instruction

CONTRIBUTING

to the national conversation about Writing Research to Improve Teaching and Evaluation (WRITE)

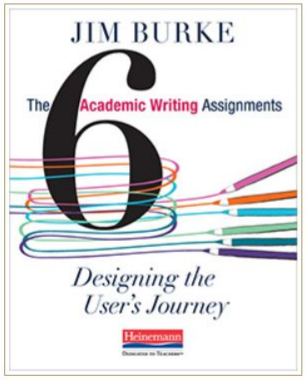
Research

- Describe the features of high-quality source-based argument writing, the challenges certain student populations face, and areas of writing most amenable to improvement as indicated by previous nationally-validated writing interventions
- Determine elements from previous interventions that are applicable in History classrooms
- Develop an intervention with and for History teachers to improve student argument writing in their classrooms

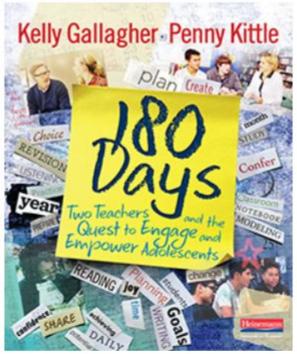
Resources: Summer Livestreams

Connecting the writing community to the resources and expertises of our partners!

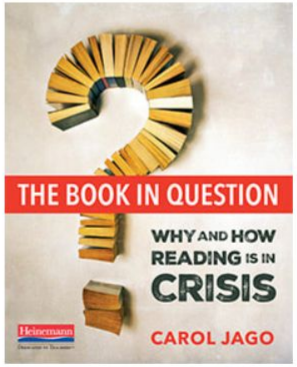
OUR LIVESTREAM SUMMER 2019 EVENTS:



Jim Burke
June 26th



Kelly Gallagher
July 3rd
Livestream Replay Link



Carol Jago
July 10th
Livestream Replay Link

Resources: WRITE Center Launch

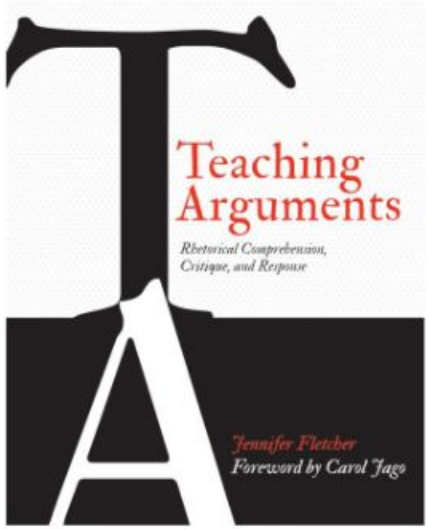
Connecting the writing community to the resources and expertises of our partners!

Resources: Upcoming Events

Dr. Jennifer Fletcher Discusses Teaching Arguments

Research-Based Strategies for Teaching Rhetorical Comprehension, Critique, and Response

Thursday, December 5th
2:15pm-3:45pm



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Resources: Upcoming Events

Dr. Sam Wineburg Discusses Argument Writing in the History Classroom

Thinking Like a Historian, Selecting Evidence and Constructing an Argument

Thursday, March 26th, 2020

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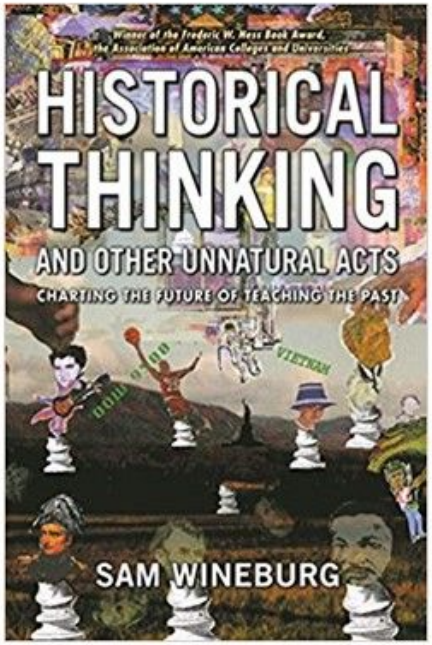
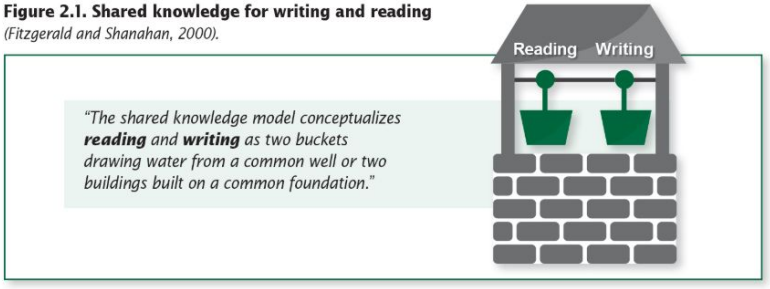


Resources: Research to Practice Blog writecenter.org/blog

INTEGRATE WRITING AND READING INSTRUCTION

8/22/2019 0 Comments

Figure 2.1. Shared knowledge for writing and reading
(Fitzgerald and Shanahan, 2000).



Our previous post highlighted several evidence-based strategies for teaching secondary students to write effectively. In the IES Educator's Guide, a panel of experienced writing teachers and writing researchers outline ways to implement high-leverage practices for writing in secondary classrooms across content areas. The second recommendation, informed in part by the work of WRITE Center leader Dr. Carol Booth Olson, is to combine reading and writing together in an activity or assignment to help students learn about important text feautres and how to implement them for different purposes.

STRATEGY INSTRUCTION THAT WORKS

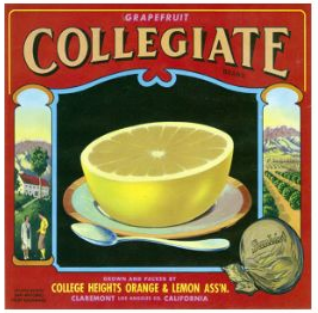
10/3/2019 0 Comments

Looking for ways to help students develop strategies effective writers use while composing? Check out the following infographic describing a proven writing intervention: Self-Regulated Strategy Development

Resources: Our Partners

readinquirewrite.umich.edu

historyproject.uci.edu



Thank you

Carol Booth Olson

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