

WEBSTER UNIVERSITY

COURSE SYLLABUS

EDUC 3300-02
Fall 2003

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TOPICS IN ED: Writing for Teachers

1. Course Description: Preq: None. The course is designed to help students/prospective teachers develop their ability to write clearly and effectively in a variety of educational and professional settings. The course also focuses on the students' discovery of themselves as writers. Through self-evaluation, peer response, and teacher evaluation, the students will learn to assess their writing skills, identifying their strengths as well as areas which need improvement. A review of grammar and mechanics is included. **Fulfills composition certification requirement.**

2. Learning Outcomes: Students will

- Understand the writing process through experience, not just theory;
- Strengthen their writing and language skills;
- employ writing in a variety of ways;
- Be active participants in a writing and reading community;
- Discover their strengths as writers/prospective teachers of writing.

3. Required Texts

Purchase:

Write for College.

Fletcher, Ralph. What a Writer Needs. Portsmouth, NH: Heinemann.

Kozol, Jonathan. Savage Inequalities. New York: Harper Perennial.

Non-purchase: an educational text of student's choice, procured from any source

4. Summary of course requirements (See attachments for detailed descriptions)

A. Major writing assignments

Project One: Oral presentation/written presentation: Collage "myself as a writer"

Project Two: Descriptive paper describing the "class as writers"

Project Three: Narrative One: "A Defining Moment"

Project Four: Narrative Two: "The Dramatic Gesture"

Project Five: Persuasive Letter

Project Six: Response Paper to Kozol's Savage Inequalities

Project Seven: Collaborative documented paper

B. Other requirements

- Quick writing journal
- Grammar, mechanics quiz

5. Evaluation

- A. Portfolio: all formal papers, short writing assignments, Quick-Write Journal
- B. test and quiz on mechanics, grammar, and usage
- C. Oral presentation
- D. Miscellaneous: peer-review/response; self-assessment

6. Weekly Schedule

Monday August 25 Enrollment; housekeeping, syllabus; Diagnostics: grammar, self-assessment as a writer

Wednesday August 27 Readings: Fletcher forward and intro Fletcher Chapter 1 & 2
Self-assessment via diagnostics. Begin in-class writing of self-assessment (**Project One**)

Monday September 1 Labor Day, no class

Wednesday September 3 Presentation of Collage: Self as Writer. Note taking on presentations, gathering material for **Project Two**: Class as Writers

Monday September 8
The Writing Process; getting words on paper
Narrative as a strategy of development.

Wednesday September 10 5
Narrative as a strategy of development; peer response.

Monday September 15
Have **Project Three**: Narrative One ready for peer response

Wednesday September 17 Project Three, Narrative One Due Fletcher 6-7-8
Revision
Some grammar concepts

Monday September 22
Audience

Wednesday September 25 Fletcher 9-10-11

Monday September 29

Feedback/response

Wednesday October 1 Fletcher 12,13, final thoughts

Monday October 6
Voice
Project Four/Narrative Two ready for peer response

Wednesday October 8 Project Two Narrative Two Due
Grammar concepts, continued

Monday October 13 Purpose/Thesis

Wednesday October 15 Persuasion as a method of development

Monday October 20 -- Wednesday October 23 No Class Fall Break

Monday October 27 Draft of Project Five: Persuasive Letter ready for review

Wednesday October 29 Project Five: Persuasive Letter due
Setting up triads for discussion of Savage Inequalities

Monday November 3 Discussion of Savage Inequalities

Wednesday November 5 Discussion of Savage Inequalities

Monday November 10 Draft of Project six (Response to Savage Inequalities) ready for peer response

Wednesday November 12 Setting up teams for research project (Project Seven)
Brainstorming topics

Monday November 17 Research Writing as a method of development

Wednesday November 19 Format/style manuals: MLA; APA

Monday November 24 Research Writing: gathering information; taking notes

Wednesday November 26 4 articles (minimum) from each team member with summary

Monday December 1 Documenting/citing in research writing (APA form)

Wednesday December Documenting/citing in research writing (APA form)

Monday December 8 Blending sources into writing; in-class writing

Wednesday December 10 in-class writing

Monday, December 15

Wednesday December 17