



Course Syllabus

EDUC 4130.01
COMM 5340.02

COURSE NUMBER AND SECTION

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TEACHING WRITING

COURSE TITLE

F II 2003

TERM

3
 CREDIT HOURS

WEBG
 SITE

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project.
2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 - A. Students will gain knowledge of the history of and current trends in teaching writing. (*MOSTEP*: Understanding the history and the dynamic nature of the English language-also found in CA7; G1.9; NCTE 2.1.1; and CR 2)
 - B. Students will gain skill in designing writing tasks and developing writing process projects that are theoretically sound and educationally effective and promote international/global perspectives. (*MOSTEP*: *Building an understanding of the many dimensions of human experience by reading a variety of literature from different periods, genres, and cultures-also found in CA 2-3; G1.1-1.10, 2.1-2-78; NCTE 2.4.1-: 2.4.4; CR 1-2*)

- C. Students will plan lessons which utilize new knowledge and skills in actual classroom settings and discuss the outcomes in order to improve skills through a writing process project. (*MOSTEP: Applying a variety of strategies to comprehend, interpret, and evaluate diverse texts, including, but not limited to, prior experiences, interactions with other readers and writers, knowledge of word meaning, word identification strategies, and understanding of textual features-also found in CA 2-3; G 1.5-1.6; NCTE 2.1-2.3; CR 2-4*)
- D. Students will practice a variety of methods for assessing writing. (*MOSTEP: Gathering, evaluating, and synthesizing information using a variety of technical and informational resources to create and communicate knowledge effectively-also found in CA 4; G1.1-1.8, 2.1-1.1,1.7; CR 1*)

All students will

- A. read all four of the writing textbooks assigned. (*MOSTEP: Reading, viewing, and creating a variety of texts to respond to the evolving needs and demands of society, the workplace, and the individual-also found in NCTE 2.22.5 Standards; and CR 1-4 Standards*)
- B. participate in weekly reading and written assignments, in-class presentations and discussion (*MOSTEP: Participating in-developing, leading and listening to-presentations and discussions for a variety of purposes and audiences-also found in CA 6; G 1.8, 2.1-2.7, 3.1-3.8, 4.1, 4.5-4.6; NCTE 2.4.2; CR 1-2*)
- C. write an autobiographical essay, “My Life as a Writer/Writing Teacher” (*MOSTEP: Identifying developmental stages of language acquisition-also found in CA 4; G 1.1-1.8, 2.1-2.2, 2.7; CR 1*)
- D. interview 3 writing teachers (one of the three should be middle school), keep an observation log and write a reflection of observations and teacher interviews, and present their findings to the class. (*MOSTEP: Employing a variety of writing strategies and writing process elements to communicate with different audiences for a variety of purposes-also found in CA 1.3; G 1.1-1.10, 2.1-2.7; NCTE 2.4.2-; 2.4.4; CR 1-2*)
- A. create a writing process project using an international/multicultural theme and present an overview of writing assignments from the project; the presentation should include a visual (such as a Power Point Presentation) and a sample scoring guide that assesses a writing assignment. (*MOSTEP: Applying a variety of strategies to comprehend, interpret, and evaluate diverse texts, including, but not limited to, prior experiences, interactions with other readers and writers, knowledge of word meaning, word identification strategies, and understanding of textual features-also found in CA 2-3; G 1.4-1.6;NCTE 2.1-2.3; CR 2-4*)

Graduate students (only) will

Review selected chapters of Venolia’s *Write Right*, and White & Strunk’s *Elements of Style* handbooks and present highlights of their chapter with handouts and visual aid. (*MOSTEP: Using standard spoken and written English-also found in CA 1; NCTE 2.4; CR 1*)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

WEEK 1: Course introduction, syllabus, and course requirements

Discussion of writing backgrounds/pre-writing activity
 Free writing on autobiography as a writer and/or writing teacher
 The history and nature of writing
 Peruse selected journals
 Select one pertinent article that discusses using
 international/multicultural themes and literature to teach writing.
 Be prepared to give a brief oral review of the article next week.
Also bring enough copies of the article for everyone in class.

October 28

WEEK 2: **Oral presentation of journal article** (5-7 minutes)
Completed first draft of “My Life as a Writer and/or Writing Teacher” due (Bring 4 copies for your group)
 Read selected chapters from texts and handouts
 Lecture on classical, traditional, and contemporary rhetoric
 Assign chapter presentations for graduate students
 Old paradigm versus New Paradigm; product vs. process

November 4

WEEK 3: **“My Life as a Writer/ or Writing Teacher” Due**
 Peer and self evaluation
 Read selected chapters from texts
 The New Paradigm: Audience, Purpose, Process, Voice, Invention
 and Pre-writing
Library visit and research: get acquainted with ERIC
 Meet in library

November 11

WEEK 4: **Field work:** Interviews with writers and writing teachers and
 observations of middle school writing classrooms (**10-minute oral
 reports**)
 Read selected handouts and chapters from text
 Literature/content-based writing assignments
 Teaching writing and multicultural education
 Begin planning writing process project: content/theme, objectives,
 and prewriting activities, drafting, writing, rewriting and revising,
 editing and proofing, publishing (Please label each process and
 have activities described for each)

November 18

WEEK 5: Grading session: bring in copies of five (5) student papers of the
 same assignment; Discuss philosophy of grading, intervention and
 response
 Scoring Guide Discussion
 Read assigned chapters from text

Continue work on writing process project
Begin graduate reports on Venolia and Strunk texts
November 25

WEEK 6: Bring in your preliminary outline of writing project prewriting & drafting stages
 Writing workshop on prewriting & drafting stages
 Portfolios and journals
 Strategies for revising
 Read selections from text
 Continue graduate reports on Venolia and Strunk texts
Graduate Critiques on Venolia and Strunk
December 2

WEEK 7 Bring in your preliminary outline of writing and revising stages
 Writing workshop on writing & revising stages using PQP format (praise, question, prompt)
 Computers and composition
 Read selections from text
Finish graduate reports on Venolia and Strunk texts
 Continue work on writing process project
December 9

WEEK 8: **Writing project due** - share with class (7-10 minutes-Power Point presentations are **greatly** encouraged-**Must** have a visual)
 The authoring cycle
 Course and self evaluation
December 16

ALL ASSIGNMENTS ARE DUE IN A PAPER POCKET FOLDER!

4. Resources: (See p. 6)

Text(s): Venolia, Jan: *Write Right and Rewrite Right* (Both 2001; Berkeley: 10-Speed Press); Strunk, William Jr. and E. B. White *Elements of Style*, 4th ed. (2000; NY:Allyn & Bacon-Longman); Zinsser, William, *On Writing Well* (25th Anniversary Ed. 2001; NY: Quill) All books are available in paperback.

Supplemental Readings: (list and indicate how these are to be used)

Essays and articles from a variety of professional periodicals, data bases, & bibliographies

Audio -visual/other: All sessions will be in the computer lab. Be prepared to use the computer for process and product writing throughout the session.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item on the following page)

a)	Final Project	Writing Process Project	30%
b)	Writing assignments	Autobiography	10%
		Writing Strategy Interviews	15%-G 25%-U
c)	Class presentations	Graduate Presentations & Critique	10%
		Interviews with Writing Teachers	10%
		Second week Writing Strategy	05%
		Handouts & Descriptions	
		Writing Process Power Point or Other visual presentation	10%
d)	Class attendance, participation, and professionalism		10%

100-92%=A; 91-84%=B; 83-76%-D

5. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

Writing Project

- Length: minimum of one week.
- Content: based on international/multicultural topic/theme and rationale, using representative literature; the unit may be an interdisciplinary one since middle school curriculum often involves team-teaching.
- Objectives: write specific objectives, and include multicultural education objective(s).
- Visual: must be an original idea and design of yours; no “canned” ones.

Power Point Presentations

- Scoring Guides: design scoring guides to assess specific writing assignment and evaluate multicultural educational objective(s).
- Label each writing process stage and describe strategies (activities and evaluations, both formative and summative) used in each stage: prewriting, drafting, writing, rewriting and revising, editing and proofing, and publishing (6 stages).

Interviews with Writing Teachers and Observations of Classrooms:

- One of the teachers must teach middle school.
- Consider using the Internet and e-mail to make contact with teachers at other geographical locations (perhaps Webster University's extended sites -- international as well as national). When developing your interview protocol, remember that one of your objectives is to explore content-based writing curricula, specifically those that introduce students to global perspectives and that promote multicultural understanding.
- Observe classrooms where students are engaged in multicultural learning, where world literature is used to teach writing (for example, Hixson Middle School).

Research on how to teach writing

- The entire world is available for your consideration; contacting one of Webster University's European or Asian sites for leads may be useful
- Information and materials on this topic may not readily available, so be prepared to search widely using a variety of traditional and non-traditional methods, including the Web and library data bases.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab (Computer)
- b) Curriculum Project
- c) Paper(s)
- d) AV Project (Power Point Presentations)
- e) Other (Class Presentations)

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

This syllabus and schedule of assignments are subject to change. The student is responsible for keeping pace with any changes. Regular attendance is required

EDUC The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

References

- Campbell, L. et al. (1996). *Teaching & learning through multiple intelligences*. Needham Heights, MA: Allyn & Bacon.
- Calkins, L.M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Cooper, C.R. & L. Odell. (1999) *Evaluating writing*. Urbana, IL: NCTE.
- DiTiberio, J. K. & G.H. Jensen. (1989). *Personality and the teaching of composition*. Norwood, NJ: Ablex.
- Hale, C. (1999). *Sin and syntax: How to craft wickedly effective prose*. NY: Broadway.
- Horning, A.S. & R. A. Sudol. (1997). *Understanding literacy*. Cresskill, NJ: Hampton.
- Murray, D.M. (1998). *Write to learn*. NY: Harcourt College.
- Publication Manual of the American Psychological Association, 5th Ed.* (2001). Washington, D.C: APA.
- Scarborough, H.A. ed. (2001). *Writing across the curriculum in secondary classrooms*. Columbus, OH: Merrill

Stiggins, R.J. (2001). *Student-involved classroom assessment*. Columbus, OH: Merrill.

Wresch, W. et al. (1988). *Writing for the 21st century*. NY: McGraw-Hill.

Scoring Guidelines
(Turn in with assignment)

Name _____ **Writing Strategy Article (5%)**
Writing Strategy handout and description _____
(5%)

Name _____ **Autobiography Written Paper:**
10%
 _____ **Content (4%)** _____ **Style (4%)** _____ **Mechanics**
(2%)

Name ____ **Writing Strategy Interviews/Classroom**
Observations(15%G; 25%U)
 ____ **Interview Process (5%G; 10%U)** ____ **Clarity, Unity,**
Usefulness (5%G; 8%U) ____ **Style, Professionalism**
(5%G; 7%U)

Name _____ **Interviews and class observations**
with teachers (10%)
 _____ **Comparison & Contrast of Strategies (5%)**
 _____ **Audience awareness (5%)**

Name _____ **Writing Process Power Point or**
other visual aid 10%
 _____ **Content(5%)** _____ **Delivery (audience awareness)**
5%

Name _____ **Writing Process Project (30%)**
5 points per category: _____ **prewriting** _____ **drafting** _____ **writing**
 _____ **revising** _____ **editing** _____ **publishing**

Name _____ Graduate Presentations & Critiques (10%)
_____ Audience Awareness, Delivery (5%) Paper
Critique _____ (5%)

In addition, ten percent of your grade is based on your class attendance, participation, and professionalism. In order to earn an A in this class, you must attend every session. If you miss two sessions, you need to drop the course.