

WEBSTER UNIVERSITY

COURSE SYLLABUS

EDUC 3300-01  
Fall 2004

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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 (MoStep 1.1.2.1, 1.1.2.2)
- Strengthen their writing and language skills through drafting, revising, and editing their own writing (MoStep 1.1.2.3, 1.1.2.7)
- Employ writing in a variety of ways (MoStep 1.1.2.3, 1.1.2.7)
- Be active participants in a writing and reading community (MoStep 1.1.2.4, 1.1.2.7 MoStep 1.1.2.7, 1.1.2.8, 1.1.2.9))
- Discover their strengths as writers/prospective teachers of writing (MoStep 1.1.2.4, 1.1.2.7)

**3. Required Texts**

Strong, William. (1994) Sentence Combining: A Composing Book McGraw Hill: New York  
Kozol, Jonathan. (1997) Savage Inequalities. New York: Harper Perennial.

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

A. Major writing assignments

- Project One: Oral presentation: Collage "Myself as a writer"
- Project Two: Written description of "Myself as a Writer"
- Project Three: Descriptive paper describing the "Class as Writers"
- Project Four: Narrative One: "A Defining Moment"
- Project Five: Narrative Two: "The Dramatic Gesture"
- Project Six: Response Paper to Kozol's Savage Inequalities
- Project Seven: Collaborative documented research paper
- Project Eight: Persuasive Letter

B. Other requirements

- Quick writing journal
- Sentence-Combining Exercises (various assignments) with quiz
- Grammar review exercises with quiz

**5. Evaluation**

- A. Portfolio: all formal papers, sentence-combining assignments, Quick-Write Journal
- B. oral presentation of collage
- C. Miscellaneous: peer-review/response; self-assessment

## 6. Weekly Schedule

### Week 1

**Tuesday August 24** Enrollment; housekeeping, syllabus; Diagnostics: grammar, self-assessment as a writer

**Thursday August 26**

### Week 2

**Tuesday August 31** In Sentence Combining (SC) pp. 1-12 In Savage Inequalities Chapter One

**Thursday September 2** **Presentation of Collage: Self as Writer.** Note taking on presentations, gathering material for **Project Two: Class as Writers**

### Week 3

**Tuesday September 7 & Thursday September 9** SC Lesson 2: Bungee Jumping; Value; Street Smart; Parable; Disney Pilgrim

The Writing Process; getting words on paper

Narrative as a strategy of development.

### Week 4

**Tuesday September 14** Savage Inequalities: Chapters 2 and 3:

Peer Response: What it is/is not.

**Thursday September 16** Have **Project Three: Narrative One** ready for peer response

### Week 5

**Tuesday September 21** **Project Three, Narrative One Due.** In-Class: Sentence Combining

**Thursday September 23:** In *Savage Inequalities*: Chapter 4

### Week 6

**Tuesday September 28** In-Class: Sentence Combining

**Thursday September 30** in *Savage Inequalities*: Chapters 5 & 6; How to write a response paper (**Project Six**)

### Week 7

**Tuesday October 5** **Project Five: Narrative Two draft for peer response**

**Thursday October 7** In-class: Sentence Combining;

### Week 8

**Tuesday October 12** **Project Five: Narrative Two final copy due.**

**Thursday October 14** Research Writing: Library Orientation

**Week 9 Fall Break      Week of October 17-23**

### Week 10

**Tuesday October 26:** Brainstorming: Problems/trends/issues in education: Setting up

teams for collaborative writing research papers (**Project Six**)  
**Thursday October 28** in-class: Sentence Combining; Purpose/Thesis

**Week 11**

**Tuesday November 2** APA format

**Thursday November 4** Have 4 (minimum) articles with summary for team review

**Week 12**

**Tuesday 9 and Thursday November 11** In-class writing on Project Six

**Week 13**

**Tuesday November 16**

**Thursday November 18** final copy of **Project 7** ready to turn in

**Week 14**

**Monday November 23** Persuasion as a strategy of development

**Week 15**

**Tuesday November 30** Persuasive Writing-Letter writing overview

**Thursday December 1** In-class work on Project 8: Persuasive Letter

**Week 16**

**Tuesday December** **Project 8: Persuasive Letter draft for peer review**

**Thursday December 9 . Exam: Grammar; Sentence Combining**

**Week 17**

**Tuesday December 14. “Final Exam” Project 8: Persuasive Letter due**

**(Note: This schedule is not set in stone and is subject to change.)**

