

Course Syllabus

COURSE NUMBER AND SECTION
EDUC 3300-01

INSTRUCTOR
Dr. Ken Holmes

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COURSE TITLE
Topics in Education: Writing for Teachers

TERM
Fall 2005

CREDIT HOURS
3

SITE
Webster University

1. Course Description: EDUC 3300, "Writing for Teachers" is designed to help students/prospective teachers develop their ability to write clearly and effectively in a variety of educational and professional genres and 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.

Prerequisite: None. Fulfills composition certification requirement.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) MOSTEP or professional standards that are met by each learning outcome are identified.)

Students will:

- Understand the writing process through experience, not just theory (MOSTEP 1.1.2.1; 1.1.2.2; SOE Goal 1; SOE Disposition 1)
- Strengthen and be able to use knowledge of, and skills in the use of, the English language (NCTE/NCATE 3.0; 3.1.6; 3.1.7)
- Strengthen their writing and language skills through drafting, revising, and editing their own writing and responding to other's writings (MOSTEP 1.1.1.2.7; SOE Goal 3; SOE Disposition 2.1; 2.4)
- Employ writing in a variety of ways (MOSTEP 1.1.2.3; 1.1.2.7; SOE 3.2; SC Disposition 2.1)
- Be active participants in a writing and reading community (MOSTEP 1.1.1.2.7; 1.1.2.8; 1.1.2.9; SOE Goals 3.1; SOE Disposition 3.1; 3.3)
- Discover their strengths as writers/prospective teachers of writing (MOSTEP 1.1.2.4; 1.1.2.7; SOE Goals: 2.1; SOE Dispositions: 1)
- Become familiar with and embrace the goals and dispositions of the Webster University School of Education

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

See attached

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration

Missouri Assessment Program (MAP) standards and grade levels will be integrated in course when appropriate.

3: Resources:

Required Text(s): Kozol, Jonathan. (1997) *Savage Inequalities*. New York: Harper Perennial.

Supplemental Readings: There will be a supplemental handout of selected readings and a Study Guide for *Savage Inequalities*. In addition, there will be a “grammar handbook” supplied. These readings and supplemental work-sheets will be assigned throughout the semester.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Nine written projects: 90% (each project worth 10%, including Study Guide for *Savage Inequalities*)
b. Grammar/usage exam 10%

-Each of the 9 written projects will earn a possible 10 points. A rubric will be provided for each of the 9 projects.

Class participation is expected and will not be “graded” as such, but will weigh subjectively in the student’s overall evaluation. The absence of either one of the presentations will affect the overall evaluation.

-There will be 2 class presentations: Collage of “Self as a Writer” and a brief overview of Project 7, the Documented Research Paper

- Attendance is mandatory: after 2 unexcused absences, the final grade will be reduced accordingly.

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

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

Weekly Schedule

Week 1

Tuesday August 23 Enrollment; housekeeping, syllabus; Diagnostics: grammar, self-assessment as “Snapshot of Self”; Daly-Miller Measurement

Thursday August 25 Traits of good writing, or “What does the teacher want?”

Week 2

Tuesday August 30 In *Savage Inequalities* Chapter One ; Video: E. St. Louis

Thursday September 1 Presentation of Collage: Project One Self as Writer. Note taking on preparing gathering material for Project Three: Class as Writers. Turn in Project Two: Narrative “Self as a Writer”

Week 3

Tuesday September 6 & Thursday September 8 The Writing Process; getting words on paper; developing a strategy of development.

Week 4

Tuesday September 13 Savage Inequalities: Chapters 2 and 3;

Peer Response: What it is/is not.

Thursday September 15 Have **Project Four: Narrative One** ready for peer response

Week 5

Tuesday September 20 **Project Four, Narrative One Due.** In-Class: Sentence Combining

Thursday September 22: In *Savage Inequalities*: Chapter 4

Week 6

Tuesday September 27

Thursday September 29 in *Savage Inequalities*: Chapters 5 & 6; How to write a response paper

NOTE: Project 6-Response paper to *Savage Inequalities* does not have a specific due date turned in before Fall Break (10/13)

Week 7

Tuesday October 4 **Project Five: Narrative Two draft for peer response**

Thursday October 6

Week 8

Tuesday October 11 **Project Five: Narrative Two final copy due.**

Thursday October 13 Research Writing: Library Orientation

Week 9 Fall Break Week of October 16-22

Week 10

Tuesday October 25: Brainstorming: Problems/trends/issues in education: Setting up teams for writing research papers (**Project Seven**)

Thursday October 27 Purpose/Thesis

Week 11

Tuesday November 1 APA format

Thursday November 3 Have 4 (minimum) articles with summary for team review

Week 12

Tuesday 8 and Thursday November 10 In-class writing on Project Seven

Week 13

Tuesday November 15 and Thursday November 17

final copy of Project 7 ready to turn in on Tuesday. A 3-5 minute oral presentation of re:

Week 14

Tuesday November 22 Persuasion as a strategy of development

Week 15

Tuesday November 29 Persuasive Writing-Letter writing overview

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

Week 16

Tuesday December 6 **Project 8: Persuasive Letter draft for peer review**

Thursday December 8 . **Exam: Grammar**

Week 17

Tuesday December 13. **Project 8: Persuasive Letter due** **Project 9: “Exit Paper”** in-clas

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