

Course Syllabus

COURSE NUMBER: EDUC 4130.01 COMM 5199.01 COURSE TITLE: Teaching Writing
Fall II 2005 SITE: 50 INSTRUCTOR CONTACT INFORMATION:

Dr. Ken Holmes kenecu@aol.com

cell: 618-977-7799 kennethholmes09@webster.edu CREDIT HOURS: 3

1. Course Description: Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based upon 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:

Course Outcomes SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

A. Students will gain knowledge of the history of and current trends in teaching writing. MoStep CA7

SoE G1.1; 1.3

SoE D1.2, 1.3, 1.4

NCTE 2.1.2; CR 2 Understand the history and the dynamic nature of the English language B. Student skill in designing writing tasks and developing writing process projects that are theoretically sound and educationally effective. MoStep 5a

CA1-4

SoE G1.1.; 2.1-2.4

SoE D 1.4

NCTE 2.4.1; 2.4.4; CR 1-2 Building an understanding of the many dimensions of human experience and a variety of literature from differing theorists/theories. C. Students will plan lessons which utilize research and skills in actual classroom settings and discuss the outcomes in order to improve skills through a writing process project. MoStep 5b

CA 2-3

SoE G 1

SoE D 1.2; 2.1; 3.5 Applying a variety of strategies to comprehend, interpret, and evaluate diverse texts but not limited to, prior experiences, interactions with other readers and writers, knowledge of word identification strategies, and understanding of textual features.

D. Students will practice a variety of methods for assessing writing. MoStep 8a

CA 4

SoE G 4.1-2-3

SoE D 1.4, 2.4 Gathering, evaluating, and synthesizing information using a variety of technical and digital resources to create and communicate knowledge effectively

Schedule of required readings, class preparations and assignments, lectures, discussions, student out-of-class assignments and exams. *(See attached weekly schedule)*

ALL STUDENTS WILL:

A. *read* all of the assigned essays

MoStep 9b

DoE G 1, 3

DoE D 1.2, 1.3, 1.4

NCTE 2.2-2.5B. Keep a *running double-entry journal* for each of the assigned readings and entries to participate in weekly reading and written assignments, in-class presentations and discussions.

C. Write an *autobiographical essay entitled “Portrait of Myself as a Writer/Writing Teacher*

D. Create an *Inquiry Project* through observation of a classroom where writing is an integral part of the curricula, relating observations made as related to contemporary pedagogical practices.

E. Create a *Language Project*

F. Maintain a *Portfolio* MoStep 7d

CA 6

SoE G: 1, 4

SoE D: 1.4, 2.4

MoStep 10a

SoE G: 3

SoE D: 1, 3

MoStep 10d

CA 1-4

SoE G: 1, 2.2, 3.2, 4.2

SoE D: 1.1, 1.2, 1.3; 2.1; 3.1

3. RESOURCES:

Required Text(s):

Villanueva, V. (2003). *Cross-Talk in Comp Theory: A Reader*. Urbana, IL: NCTE

Tate, G., A. Rupiper, K. Schick (2001). *A Guide to Composition Pedagogies*. NY: Oxford Press

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the

assignment and the percentage of the grade assigned to each item below)

Assessments Links to Course Outcomes Percentage of Grade Invention/Response/Double-Entry J
9b; DoE G 1,3; DoE 1.2, 1.3, 1.4

NCTE 2.2-2.5 10% “Profile of Self as Writer/Writing Teacher” MoSTEP 10a; SoE: 1-4; SoE D: 1.4
Project MoSTEP 10a; SoE G 1, 2.2, 3.2, 4.2 25% Language Project Mo
5% Portfolio 5% Intertextual Collaboration Project 15% Pedagogy Project 35%

5. Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-
ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-
UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that ar
work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

Should not copy whole portions of text from another source as a major component of papers or p

Should identify the title, author, page number/webpage address, and publication date of works w
quoting small portions of texts, articles, interviews, or websites.

Should appropriately identify the source of information when paraphrasing (restating) ideas from
articles, or websites.

Should follow the guidelines of the American Psychological Association Style Guide when refer
research sources.

Consequences of Academic Dishonesty:

Webster’s policy on plagiarism (academic dishonesty) outlines strict guidelines for punishment, i
merely failing the class to automatic dismissal from the university.

For further information about the consequences of academic dishonesty please consult the Webst
Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for
may require accommodations contact the Director of the Academic Resource Center,
McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: “. . . **We all must work to make this world worthy of its children.**” (Casals, 1970)

Mission: **The School of Education at Webster University provides its students with the know
experiences, and practical tools that help them guide both themselves and others toward lifelo
learning. The School of Education is a community of educator-scholars who apply critical reflecti
and creative energies to enhance learning in schools and other educational settings. The facult**

strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: **Developing a world of learners through knowledge, leadership, and life-long learning.**

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for the “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for education candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;**
- 1.2 applies tools of inquiry to construct meaningful learning experiences;**
- 1.3 identifies developmental factors in student learning; and**
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.**

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;**
- 2.2 understands and uses a range of instructional strategies;**
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and**
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.**

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;**
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;**

- 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view
- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence