



**Course Syllabus (created 07/19/07)**

<b>COURSE NUMBER:</b> EDUC 4130.01 /COMM 5199.01	<b>COURSE TITLE</b> Teaching Writing	<b>TERM:</b> Fall II 2007
<b>SITE:</b>  <b>Webster</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Ken Holmes 618-397-0873 <a href="mailto:kenecu@aol.com">kenecu@aol.com</a> Cell: 618-277-7788	<b>CREDIT HOURS: 3</b>

**1. COURSE DESCRIPTION** 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:**

Course Outcomes	Show-Me Standards, MoSTEP Standards & SoE Goals/Dispositions	
A. Students will gain knowledge of the history of and current trends in the teaching of writing.	Show Me: 1.1, 1.5, 1.9, 2.3, 2.4 MoSTEP: 1.1; 1.3	SoE Goals: 1.1, 1.2 SoE Dispositions: 1.2, 1.3, 1.4
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	Show Me: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 4.1, 4.4, 4.8 MoSTEP: 3.1; 3.2; 3.4	SoE Goals: 1.1, 1.2, 1.3, 1.4 SoE Dispositions: 1.2, 1.3, 1.4
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	Show Me: 1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 2.1, 2.3, 2.5, 3.1, 3.3 MoSTEP 4.1; 4.2; 4.3	SoE Goals: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 SoE Dispositions: 1.2, 1.3, 1.4, 3.4
D. Students will practice a variety of methods of assessing writing.	Show Me: 3.1, 3.2, 3.3, 3.7 MoSTEP: 8.1; 8.2; 8.3	SoE Goals: 2.4, 2.2, 2.3, 2.4 SoE Dispositions: 2.1, 3.3
E. Students will assess and evaluate themselves as writers and as writing teachers.	Show Me: 4.1, 4.3, 4.4, 4.5, MoSTEP 9.1; 9.2; 9.3	SoE Goals: 1.1, 1.2 SoE Dispositions: 1.1, 1.2, 1.3, 1.4

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

#### All Students will:

- A. Read all the assigned readings.
- B. Keep a "Professional Reflection Journal" (PLR) for each of the assigned readings and will use these entries to participate in weekly assignments, in-class presentations and discussions. The PLR should be done weekly, ready at the beginning of the class session, used for discussion, and turned in by the end of the class session.
- C. Write an autobiographical essay, "Portrait of Myself as a Writer/Writing Teacher."
- D. Create a term project:

The project will be the creation of Unit of Study ( for a class that you actually teach or will teach or would like to teach).

The Unit should be based on the 6 Traits, creating a mini/focus lesson for each of the 6.

Undergrad students will craft 3 of the 6 lessons in detail, using the SOE Lesson Plan Format.

Graduate Students will craft 5 of the 6 lessons in detail, using the SOE Lesson Plan Format.

- E. Present any one lesson that has been prepared for your unit and "teach" it to the class as an interactive activity.

#### WEEKLY SCHEDULE

##### Session 1, October 23

Housekeeping: Syllabus, course requirements: overview of course content; overview of projects; details of a double-entry journal

In-class preview of Chapter 1: Establishing a Writing Environment

Chapter 3: The Writing Workshop

READING ASSIGNMENT FOR 10/30: Chapter 2 "The Composing Process" & Chapter 7 "Six Trait Model"

##### Session 2, October 30

Discussion of 6-trait model; evaluating writing using the 6-trait rubric

Designing writing assignments/ evaluating writing assignments (rubrics)

READING ASSIGNMENT FOR 11/6: "Chapter 4: Multi-Genre Projects"

##### Session 3, November 6

The Multi-genre paper

READING ASSIGNMENT FOR 11/13: Chapter 5 "Teaching the Modes"

DUE: "Autobiography of Self as a Writer/Writing Teacher" DUE

##### Session 4, November 13

Strategies for teaching the individual modes

READING ASSIGNMENT FOR 11/20 Chapter 6 "Assessment" Handout on Portfolio Assessment

##### Session 5, November 20

Assessment tools; Portfolios

READING ASSIGNMENT FOR 11/27: Part III: Planning for Instruction: Resources, p. 145 ff.

##### Session 6, November 27

Discussion: Planning Procedures

READING ASSIGNMENT : None

Begin presentations

##### Session 7, December 4

Presentations

##### Session 8, December 11

Conclude presentations

Wrap-up

**4. RESOURCES:**

*Required Text(s)*

Blasingame, Jim & John H. Bushman (2005). *Teaching writing in middle and secondary schools*. Columbus, Ohio: Pearson.

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

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Portrait of Self as Writer/Writing Teacher	C	25%
Writing Unit	D	65%
Professional Literature Reflection	A, B	10%

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

## 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 another person's 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 projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

### **Consequences of Academic Dishonesty**

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

## ACCESSIBILITY/ACCOMMODATIONS POLICY

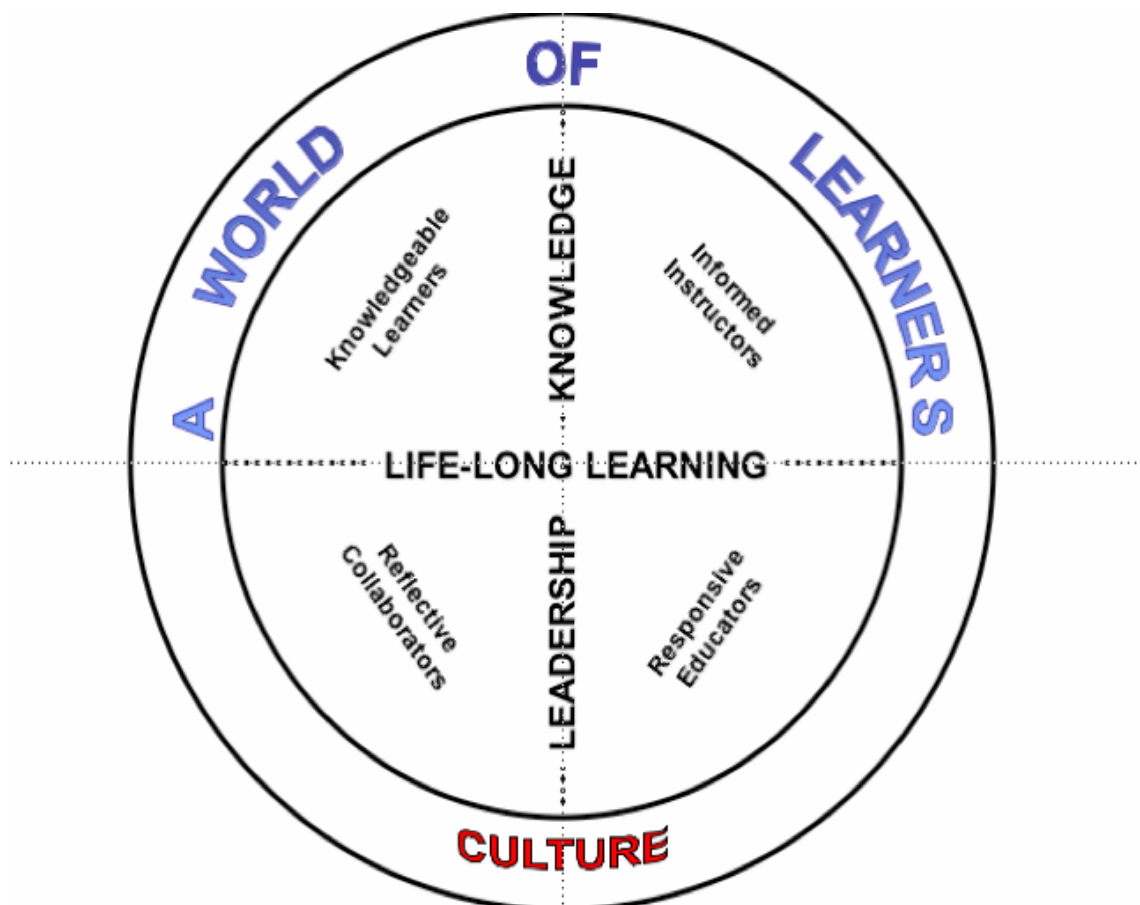
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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 knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty 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 an 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 a “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 its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education 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.

## School of Education 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

