

WEBSTER UNIVERSITY

COURSE SYLLABUS SPRING 2003

EDUC 3300-01

Dr. Ken Holmes

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TOPICS IN ED: Writing for Teachers

Webster Hall 326

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;
- Strengthen their writing and language skills;
- employ writing in a variety of ways;
- Be active participants in a writing and reading community;
- Discover their strengths as writers/prospective teachers of writing.

3. Required Texts

Purchase:

Elbow, Peter. Writing with Power. OxfordUP

Fletcher, Ralph. What a Writer Needs. Portsmouth, NH: Heinemann.

Kozol, Jonathan. Savage Inequalities. New York: Harper Perennial.

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

A. Major writing assignments

Project One: Oral presentation/written presentation: Collage “myself as a writer”

Project Two: Descriptive paper describing the “class as writers”

Project Three: Narrative One: “A Defining Moment”

Project Four: Narrative Two: “The Dramatic Gesture”

Project Five: Persuasive Letter

Project Six: Response Paper to Kozol’s Savage Inequalities

Project Seven: Collaborative documented paper

B. Other requirements

Quick writing journal

Grammar, mechanics quiz

5. Evaluation

A. Portfolio: all formal papers, short writing assignments, Quick-Write Journal

B. test and quiz on mechanics, grammar, and usage

C. Oral presentation

D. Miscellaneous: peer-review/response; self-assessment

6. Weekly Schedule

Monday January 13 Enrollment; housekeeping, syllabus; Diagnostics: grammar, self-assessment as a writer

Wednesday January 15 Readings: Elbow, pp1-19; Fletcher forward and intro
Self-assessment via diagnostics. Begin in-class writing of self-assessment (**Projects One and Two**)

Monday January 20 MKL Birthday No class

Wednesday January 22 Elbow, pp 20-46 Fletcher Chapter 1 & 2

Project One: Presentation of Collage: Self as Writer. Note taking on presentations, gathering material for **Project Three:** Class as Writers

Monday January 27 Elbow pp 47-119 Fletcher chapter 3

The Writing Process; getting words on paper

Narrative as a strategy of development.

Wednesday January 29 Fletcher 4 & 5

Narrative as a strategy of development; peer response.

Monday February 3 Elbow Part III

Have **Project Four:** Narrative "A Defining Moment" ready for peer response

Wednesday February 5 Project Four, Narrative "A Defining Moment" Due

Fletcher 6-7-8

Revision

Some grammar concepts

Monday February 10 Elbow Part IV

Audience

Wednesday February 12 Fletcher 9-10-11

Monday February 17 Elbow Part V

Feedback/response

Wednesday February 19 Fletcher 12,13, final thoughts

Monday February 24 Elbow Part VI

Voice

Project Five:Narrative"The Dramatic Gesture" ready for peer response

Wednesday February 28 Project Five: Narrative "The Dramatic Gesture"

Due

Grammar concepts, continued

Monday March 3 Purpose/Thesis

Wednesday March 5 Persuasion as a method of development

Monday March 10 -- Wednesday March 12 No Class Spring Break

Monday March 17 **Draft of Project Six: Persuasive Letter ready for review**

Wednesday March 19 Project Six: Persuasive Letter due

Setting up triads for discussion of Savage Inequalities

Monday March 24 Discussion of Savage Inequalities

Wednesday March 26 Discussion of Savage Inequalities

Monday March 31 **Draft of Project Seven (Response to Savage Inequalities) ready for peer response**

Wednesday April 2 Setting up teams for research project (Project Seven)
Brainstorming topics

Monday April 7 Research Writing as a method of development

Wednesday April 9 Format/style manuals: MLA; APA

Monday April 14 Research Writing: gathering information; taking notes

Wednesday April 16 4 articles (minimum) from each team member with summary

Monday April 21 Documenting/citing in research writing (APA form)

Wednesday April 23 in-class writing

Monday April 28 Blending sources into writing; in-class writing

Wednesday April 30 in-class writing

Monday May 5 Final day for all projects

Wednesday May 7 Final Class Wrap-up CLASS TIME: 1-3PM