

Webster University  
COURSE SYLLABUS  
EDUC 3300-01  
Spring 2004

Dr. Ken Holmes  
(618) 397-0873

KENECU@aol.com

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, 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 A: Oral presentation: Collage Myself as a writer  
Project Two A: Written description of Myself as a Writer  
Project Three: Descriptive p Sentence Combining;  
(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)

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

Monday January 12 Enrollment; housekeeping, syllabus; Diagnostics: grammar, self-assessment as a writer

Wednesday January 15

### Week 2

Monday January 19 In Sentence Combining (SC) pp. 1-12 In *Savage Inequalities* Chapter One

Wednesday January 21 Presentation of Collage: Self as Writer. Note taking on presentations, gathering material for Project Two: Class as Writers

### Week 3

Monday January 26 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

Monday February 2 *Savage Inequalities*: Chapters 2 and 3; Peer Response: What it is/is not.

Wednesday February 4 Have Project Three: Narrative One ready for peer response

### Week 5

Monday, February 9 Project Three, Narrative One Due. In-Class: Sentence Combining

Wednesday, February 11: In *Savage Inequalities*: Chapter 4

### Week 6

Monday, February 16 In-Class: Sentence Combining

Wednesday February 18 in *Savage Inequalities*: Chapters 5 & 6; How to write a response paper (Project Six)

### Week 7

Monday, February 23 Project Five: Narrative Two draft for peer response

Wednesday, February 25 In-class

### Week 8

Monday, March 1 Project Five: Narrative Two final copy due.

Wednesday March 3 Research Writing: Library Orientation

### Week 9 Spring Break

Monday March 8

Wednesday March 10

### Week 10

Monday March 15: Brainstorming: Problems/trends/issues in education: Setting up teams for collaborative writing research papers (Project Six)

Wednesday March 17 in-class: Sentence Combining; Purpose/Thesis

Week 11

Monday March 29 APA format

Wednesday March 31 Have 4 (minimum) articles with summary for team review

Week 12

Monday April 5 in-class writing on Project Six

Wednesday April 7 in-class writing on Project Six

Week 13

Monday April 12 in-class on Project Six: should be in fairly good form by now

Wednesday April 14 final copy of Project 7 ready to turn in

Week 14

Monday April 19 Persuasion as a strategy of development

Wednesday April 21 Persuasive Writing-Letter writing overview

Week 15

Monday April 26 Project 8: Persuasive Letter draft for peer review

Wednesday April 28 Project 8: Persuasive Letter due

Week 16

Wednesday May 6 Final Day: All projects due; Exit Paper - in-class writing

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