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## Course Syllabus

COURSE NUMBER AND SECTION EDUC 3300-01	INSTRUCTOR Dr. Ken Holmes	E-MAIL ADDRESS <a href="mailto:kenecu@aol.com">kenecu@aol.com</a> (618) 397-0873 Verizon Cell 618-977-7788
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COURSE TITLE Topics in Education: Writing for Teachers	TERM Spring 2006	CREDIT HOURS 3
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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 1.1.2.3; 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; SOE Disposition 2.1)
- 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; 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, discussions, student presentations, out-of-class assignments and exams.

See Weekly Schedule below and attachments

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this 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)

- a. 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 over all evaluation. The absence of either one of the class 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.

## Weekly Schedule

### Week 1

#### **Tuesday January 17**

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

#### **Thursday January 19**

- Traits of good writing, or “What does the teacher want?”; The Six Traits of Good Writing

### Week 2

#### **Tuesday January 24**

- In *Savage Inequalities* Chapter One - have Study Guide questions answered to turn in ; Video: E. St. Louis

#### **Thursday January 26**

- **Presentation of Collage: Project Two Self as Writer** .  
Note taking on presentations, gathering material for **Project Three: Class as Writers.**
- **Turn in Project One: Narrative “Self as Writer”**

### Week 3

#### **Tuesday January 31 : Turn in Project Three: Class as Writers**

- First 3 of the Six Traits: Ideas, Organization, Voice

#### **Thursday February 2**

- Second 3 of the Six Traits: Sentence Fluency, Word Choice, Conventions;
- Narrative as a strategy of development.

### Week 4

#### **Tuesday February 7**

- *Savage Inequalities*: Chapters 2 and 3; have Study Guide questions answered to be turned in
- Peer Response: What it is/is not.

#### **Thursday February 9**

- Have **Project Four: Narrative One** ready for peer response

### Week 5

#### **Tuesday February 14**

- **Project Four, Narrative One Due.**

#### **Thursday February 16:**

- *Savage Inequalities*: Chapter 4 have Study Guide questions answered to be turned in

### Week 6

#### **Tuesday February 21**

#### **Thursday February 23**

- *Savage Inequalities*: Chapters 5 & 6; Have Study Guide questions answered to be turned in
- How to write a response paper (**Project Six**)  
**NOTE: Project 6-Response paper to *Savage Inequalities* does not have a specific due date, but MUST be turned in before Spring Break (March 10)**

### Week 7

**Tuesday February 28 : Narrative Two draft for peer response**

**Thursday March 2**

### Week 8

**Tuesday March 7**

- **Project Five: Narrative Two final copy due.**

**Thursday March 9**

- **Research Writing: Library Orientation Response to *Savage Inequalities* due**

### Week 9 Spring Break      Week of March 13-17

### Week 10

**Tuesday March 21:**

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

**Thursday March 23**

- Purpose/Thesis for Academic Writing: Persuasive Research Paper

### Week 11

**Tuesday March 28**

- APA format

**Thursday March 30**

- **Have 4 (minimum) articles with summary for team review**

### Week 12

**Tuesday April 4 and Thursday April 6**

- In-class writing on Project Seven

### Week 13

**Tuesday April 11 and Thursday April 13**

- **final copy of Project 7 ready to turn in on Tuesday.**
- **A 3-5 minute oral presentation of research findings.**

### Week 14

**Tuesday April 18**

- Persuasion as a strategy of development
- Persuasive Writing-Letter writing overview

**Thursday April 20**

- In-class work on Project 8: Persuasive Letter

### Week 15

**Tuesday April 25**

- In-class work on Project 8: Persuasive Letter

**Thursday April 27**

- **Project 8: Persuasive Letter draft for peer review**

**Week 16**

**Tuesday May 2**

- **Project 8: Persuasive Letter Final Copy Due**
- Catch-up
- Review

**Thursday May 4**

- **Exam: Grammar**

**Week 17**

**Tuesday May 9.**

- **Project 9: “Exit Paper”** in-class writing.

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