



<b>COURSE NUMBER:</b> EDUC 3300 01	<b>COURSE TITLE:</b> Topics in Education: Writing for Teachers	<b>TERM:</b> Spring 2008
<b>SITE</b> Webster	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Ken Holmes <a href="mailto:kenecu@aol.com">kenecu@aol.com</a> (618)-397-0873 Verizon cell 618 977-7788	<b>CREDIT HOURS:</b> 3

- COURSE DESCRIPTION:** Writing for teachers is designed to help students/perspective 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 student 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.

2. **LEARNING OUTCOMES:**

Course Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed Show-Me Standards
2.1 Students will understand the writing process through experience, not just theory	MoStep: 1.1.2.1; 1.1.2.2; Show-Me 1.5, 1.7; 1.8; SOE G 1; SOE D 1.
2.2 Students will strengthen their ability to use knowledge of, and skills in the use of, the English language.	MoStep: 1.2.1.1.; Show-Me 2.1, 2.2, 2.3; SOE G 1.1; D 1.1
2.3 Students will strengthen their writing and language skills through drafting, revising, and editing their own writing and responding to others' writings.	MoStep: 1.1.2.3; 1.1.2.7; Show Me 2.2: SOE G 3; SOE D: 2.1; 2.4
2.4 Students will employ writing in a variety of genres.	MoStep: 1.1.2.3; 1.1.2.7; SOE G: 3.2; SOE D 2.1
2.5 Students will be active	MoStep 1.1.2.4; 1.1.2.7: 1.1.2.8;

participants in a writing and reading community	1.1.2.9: SOE G: 2.1; SOE D 1
2.6 Students will discover their strengths as writers and prospective teachers of writing	MoStep 1.1.2.4; 1.1.2.7: SOE G: 2.1: SOE D 1
2.7 Students will become more familiar with the research process	MoStep 5;
2.8 Students will 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.

**Week One:**

**Tuesday, January 15: Enrollment; housekeeping; syllabus**

**Diagnostics: grammar; self-assessment as a writer: "Snapshot of Self as Writer"; Daly-Miller Measurement**

**: Essays: What are they? Academic/Personal Writing**

**The 6-traits of good writing, or "What does the teacher want?"**

**Week Two:**

**Tuesday, January 22: Chapter One *Savage Inequalities*. Have Study Guide questions answered to turn in. Video: *E. St. Louis*.**

**: Presentation of Collage: Self as a Writer (Project Two)**

**Note-taking on presentations, gathering material for Project Three: Class as Writers; DUE Project One: Narrative "Self as Writer"**

**Week Three**

**Tuesday, January 29: 6 traits of good writing: Ideas, Organization, Voice Sentence Fluency, Word Choice, Conventions**

**Week Four:**

**Tuesday, February 5: *Savage Inequalities* Chapters 2 & 3 of Study Guide**

**Peer Response: What it is, what it is not**

**DUE: Project Three: Class as Writers**

**DUE: Project Four, Narrative One ready for peer response**

**Week Five:**

**Tuesday, February 12: DUE: Project Four, Narrative One final draft**

**DUE: Chapter Four *Savage Inequalities* study guide questions**

**Week Six:**

**Tuesday, February 19: DUE Chapters 5 & 6 of *Savage Inequalities*.**

**How to write a response paper**

**NOTE: Project 6 is a response paper for *Savage Inequalities*. DUE: Tuesday before Fall Break**

**Week Seven:**

Tuesday, February 26 Project 5: DUE: Narrative Two draft for peer response

**Week Eight:**

Tuesday, March 4 DUE: Project 5 final copy : Library orientation  
DUE: Response to *Savage Inequalities*

**Week Nine: Fall Break**

**Week Ten:**

Tuesday, March 18 : Brainstorming: Problems/trends/issues in education  
Setting up teams for collaborative writing research project (Project Seven)  
Purpose/Thesis for Academic Writing: Persuasive Research Paper

**Week Eleven:**

Tuesday, March 25: APA Format; Documenting (or not?) Sources  
DUE: minimum of 4 articles summarized to share with partner

**Week Twelve:**

Tuesday,  
Tuesday, April 1: In class, computer lab working on Project 7

**Week Thirteen:**

Tuesday April 8: working in teams on Project 7

**Week Fourteen**

Tuesday, April 15 DUE: Final Copy of Project 7: DUE 10 minute overview of Project 7:  
Persuasion as a strategy of development; Persuasive Letter overview (Project 8)

**Week Fifteen:**

Tuesday, April 22: In-class writing on Project 8, Persuasive Letter

**Week Sixteen:**

Tuesday, April 29: DUE: Project 8, Persuasive Letter for Peer Review

**Week Seventeen**

Tuesday, May 6: DUE: Final copy of Project 8; Final- In-class Exit Paper Project 9

**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%
- b. Grammar/usage exam 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.**

**5. 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.

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

**6. 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 at (314) 968-7495.

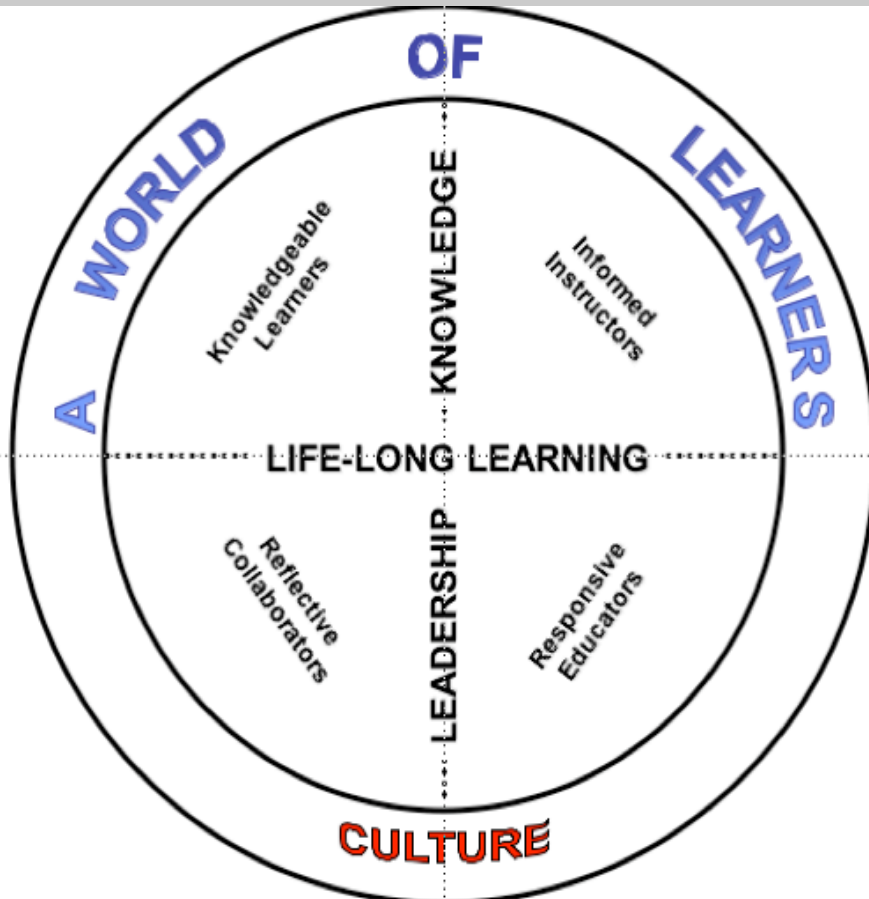
**7. ADDITIONAL COMMENTS: See the "Additional Requirements" page for my policy regarding Attendance, Late Assignments, Tests, Portfolio, and Projects Form and Format**

**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.

## **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