



Course Syllabus

COURSE NUMBER: Comm 5280	COURSE TITLE Written communication	TERM: Term 1, Spring 2011
SITE: Webster Hall	INSTRUCTOR CONTACT INFORMATION: Dr. George Shea georgeshea85@webster.edu Office (314) 968-7494	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

STUDENTS EXPERIENCE WRITING AS A PROCESS OF DISCOVERY AS THEY IMPROVE THEIR WRITING SKILLS. EXERCISES DESIGNED TO FOCUS ON VARIOUS PURPOSES, OCCASIONS, AND AUDIENCES HELP WRITERS EXAMINE CLARITY, ORGANIZATION, STYLE, AND WORD PRECISION.

2. LEARNING OUTCOMES:

Students will view writing as a means of shaping their perceptions and exercising their intellectual skills as they “learn to write by writing.” (James Moffett)

Students will learn that writers thrive in a rich word environment as they read and respond to the writings of professionals and peers.

Students will engage in and learn a variety of writing strategies as they experience the writing process.

Students will discover their strengths and weaknesses as writers through peer workshops, conferences, and instructor response.

E.L. Doctorow said, “Writing is an exploration. You start from nothing and learn as you go. If you do it right, you’re coming up out of yourself in a way that’s not entirely governable by intellect. That’s why the most important lesson I’ve learned is that planning to write a book is not writing. Outlining a book is not writing. Researching is not writing. Talking to people about what you’re doing; none of that is writing. **WRITING IS WRITING,**”

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Students will view writing as a means of shaping their perceptions and	Communication Arts Goal : Students will refine their written	SOE Goal: 1.1: “ The knowledgeable learner knows content that supports

<p>exercising their intellectual skills as they “learn to write by writing.” (James Moffett)</p>	<p>communication skills and understand the importance of language in the communication process.</p>	<p>conceptual understanding.” 1.4: “The knowledgeable learner understands theoretical principles of effective instruction to plan learning experiences.” 3.1: ”The reflective collaborator values and integrates reflection to grow as a professional.” SOE Disposition: 1: “An effective teacher understands and respects self.” MoSTEP 1.1: “ The pre-service teacher knows the discipline...,” 2.4: “knows theories of learning.” MoSTEP 1.2.1.1: 1. Fundamentals and Effective Use of English – 1,1,1.2: “The beginning English 9-12 teacher will demonstrate knowledge of the interrelation of reading, writing, speaking, and listening.” The beginning English 9-12 teacher will demonstrate effective oral and written usage.” NCTE/IRA Standards for the English Language Arts 12: “Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).” 4: “Students adjust their use of spoken, written and visual language (conventions, style, vocabulary) to communicate with</p>
<p>Students will learn that writers thrive in a rich word environment as they read and respond to the writings of professionals and peers.</p>	<p>Communication Arts Goal : Students will refine their written communication skills and understand the importance of language in the communication process.</p>	<p>SOE Goal: 1.1: “The knowledgeable learner knows content that supports conceptual understanding.” 3.1: “The reflective collaborator values and integrates reflection to grow as a professional.” SOE Dispositions:1: “An effective teacher understands and respects self.” 2.2: “An effective teacher exhibits empathy.”2.3: “An effective Teacher commits to fairness and honesty.” 2.4: “An effective teacher listens respectfully to other points of view.” 3.4: “An effective teacher accepts academic rigor...” 3.5: “ An effective teacher affects change with courage and confidence.” MoStep 2.2: “The pre-service teacher strengthens prior knowledge with new ideas.” MoSTEP 1.2.1.1: Reading, Literature, and Comprehension: 3.2:</p>

		<p>“The beginning English 9-12 teacher will demonstrate knowledge of a broad spectrum of narrative and expository reading materials, including works written specifically for young adults, encompassing different topics, themes, genres, and non-fiction, as well as a broad historical and contemporary spectrum of United States, British, and world literature, including a range of cultures and ethnic origins.” MoSTEP 3.7: “The beginning English 9-12 teacher will demonstrate knowledge of how to help students think critically about what they read.” MoSTEP 3.8: “The beginning English 9-12 teacher will demonstrate knowledge of methods of promoting personalized reactions to reading and the value of sharing those responses.” MoSTEP 1.2.1.1: 4. Thinking and Communicating Through Writing, Speaking and Listening -4.9: “The beginning English 9-12 teacher will demonstrate knowledge of how to help students develop the capacity to listen so they comprehend, analyze, consider, respond to, and discuss spoken material, non-fiction, fiction, dramatic works, and poetry.” NCTE/IRA Standards for the English Language Arts 1: “Students will read a wide variety of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”</p>
<p>Students will engage in a variety of writing strategies as they experience the writing process.</p>	<p>Communication Arts Goal : Students will refine their written communication skills and understand the importance of language in the communication process.</p>	<p>SOE Goal: 1.1: “The knowledgeable learner knows content that supports conceptual understanding.” 1.4: “The knowledgeable learner understands theoretical principles of effective instruction to plan learning experiences.” SOE Dispositions: 1:</p>

		<p>”An effective teacher engages in reflection.“3.4:“An effective teacher accepts academic rigor (willingness to work/high expectations).” 3.5:“An effective teacher affects change with courage and confidence.” MoStep 5.1: “The pre-service teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.” MoSTEP 1.2.1.1: 4. Thinking and Communicating Through Writing, Speaking, and Listening “The beginning English 9-12 teacher will demonstrate knowledge of 4.1 a broad range of pre-, during, and post-writing strategies to generate meaning and to clarify understanding; 4.2 varied methods of argument, types of appeals, and persuasive strategies in writing and speaking; 4.3 use of evidence and documentation; 4.4 composing processes used to prepare information to share orally, visually, and/or in writing; 4.5 different organizational patterns and strategies used for writing and speaking for different audiences and purposes; ways of creating instruction, activities and experiences that develop varied writing, speaking , and presentational skills to communicate with different audiences for a variety of purposes; and 4.7 how to respond o film, video, graphic, photographic, audio, and multimedia English Language Arts 5: “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”</p>
<p>Students will discover their strengths and weaknesses as writers through workshops, conferences, and instructor response.</p>	<p>Communication Arts Goal : Students will refine their written communication skills and understand the importance of language in the communication process.</p>	<p>SOE Goal: 1.1: “The knowledgeable learner knows content that supports conceptual understanding.”1.4: “The knowledgeable learner understands theoretical principles of effective instruction to plan learning experiences.” SOE Dispositions 1: “An</p>

		<p>effective teacher understands and respects self.” 2: “An effective teacher understands and respects others.”</p> <p>3.4: “An effective teacher accepts academic rigor (willingness to work/high expectations).” MoStep</p> <p>3.1: “The pre-service teacher identifies prior experience, learning styles, strengths, and needs.”</p> <p>MoSTEP 1.2.1.1: Fundamentals and Effective Use of English 1;2: “The beginning English 9-12 teacher will demonstrate knowledge of effective oral and written usage.”</p> <p>4. Thinking and Communicating through Writing, Speaking, and Listening 4.1: “The beginning English 9-12 teacher will demonstrate knowledge of a broad range of pre-, during and post-writing strategies to generate meaning and to clarify understanding,” 4.9: “The beginning English 9-12 teacher will demonstrate knowledge of how to help students develop the capacity to listen so they comprehend, analyze, consider, respond to, and discuss spoken material, non-fiction, fiction, dramatic works and poetry.”</p> <p>NCTE/IRA Standards for the English Language Arts 3: “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).” 6: “Students apply knowledge of language structure, language conventions (e.g. spelling and punctuations), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.”</p>
--	--	---

		11: "Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities."

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

Written Communications: A Calendar

"the circle of the seasons returning without fail...." Henry David Thoreau

"Writers aren't born; they're made." Stephen Judy

Week 1: Introductions, Expectations, Warm-ups The Writing Process: How I write. What's in a name?

Sandra Cisneros. *The House on Mango Street* Extended metaphor (me as a writer)

Week 2: Musings: Who is the writer? What is the purpose? Who is the audience? My favorite place.

Read first three chapters in *Subject and Strategy*, pp. 1-63. Prewrite. Looping.

Week 3 : Read Chapter 4 in *Subject and Strategy*, pp. 63-107; Write a personal narrative 2-3 pp.

Work on revision in class. Writing Workshop.

Week 4: Read chapter 5 in *Subject and Strategy*, pp. 107-150. Hand in final narrative. Write first draft of descriptive paper, 2-3 pp. Work on revision in class. Writing Workshop.

Week 5: Read chapter 12 in *Subject and Strategy*, pp. 454-548. Hand in final descriptive paper. Write first draft of persuasive essay, 2-3 pp. Work on revision in class. Writing Workshop.

Week 6: Read chapter 13 in *Subject and Strategy*, pp. 550-608. Hand in final persuasive essay. Write a draft of a paper of your choice, 2-3 pp. Work on revision in class. Writing Workshop

Week 7: Write an analysis and evaluation of your wok in class this term. How have you changed as a writer? Extended metaphor (me as a writer). Excerpts from great writing.

Week 8: Writing: Bring in a sample of what you consider to be great writing. Tell us what makes it great. Celebrate the good works from the class this term.

More Quotations

“Writing, like life itself, is a voyage of discovery.” (Henry Miller)

“I write books to find out about things.” (Rebecca West)

“There are no dull subjects. There are only dull writers.” (H.L. Mencken)

“It is not wise to violate the rules until you know how to observe them.” (T.S. Eliot)

“Writing is easy; all you do is sit staring at a blank sheet of paper until the drops of blood form on your forehead.” (Gene Fowler)

“A writer’s material is what he cares about.” (John Gardner)

“The man who writes about himself and his own time is the only man who writes about all people and about all time.” (George Bernard Shaw)

“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.” (Mark Twain)

“Style is the mind skating circles around itself as it moves forward.” (Robert Frost)

“All morning I worked on the proof of one of my poems, and I took out a comma; in the afternoon I put it back.” (Oscar Wilde)

“I am a writer who came of a sheltered life. A sheltered life can be a daring life as well. For all serious daring starts from within.” Eudora Welty

“ ‘Avoid the use of adjectives, especially such extravagant ones as splendid, gorgeous, grand, magnificent, etc.,’ and ‘enjoined short sentences,’ short first paragraphs,’ and ‘vigorous English’; Hemingway later called these ‘the best rules I ever learned for the business of writing.’”

Quoted by Fenton, The Apprenticeship of Ernest Hemingway, pp. 31-34

“ If the writing is honest it cannot be separated from the man who wrote it. It isn’t so much his mirror as it is the distillation, the essence, of what is strongest and purest in his nature, whether that be gentleness or anger, serenity or torment, light or dark. This makes it deeper than the surface likeness of a mirror and that much more truthful.”

Tennessee Williams

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

Eschholz, Paul & Rosa Alfred. *Subject and Strategy: A Writer’s Reader*. 11th edition. Bedford/St. Martin’s

Hacker, Diana. *A Writer's Reference*, 6th ed. With 2009 MLA updates and 2010 APA updates. Bedford/St. Martin's
 Strunk, W. & White, E.B. *Elements of Style*, 4th ed. Longman

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

Assessments	Links to Course Outcomes	Percentage of Grade
Narrative paper		14 (100 pts.)
Descriptive paper		14 (100 pts.)
Persuasive paper		14 (100 pts.)
Paper of Choice		14 (100 pts.)
Analysis and Evaluation		7 (50 pts.)
Presentation of best writing		7 (50 pts.)
Class Participation		28 (200 pts)

Papers must be handed in on time. Students will lose ten percent the first two days and ten percent per day from the third day on.

6. GRADING SCALE:

<p>93-100=A 90-92=A- 88-89=B+ 83-87=B 80-82=B- 78-79=C+ 73-77=C 70-72=C- Below 70 = NC</p>
--

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

(You may use or modify this statement or create your own).

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:

(Instructor may list specific consequences here)

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

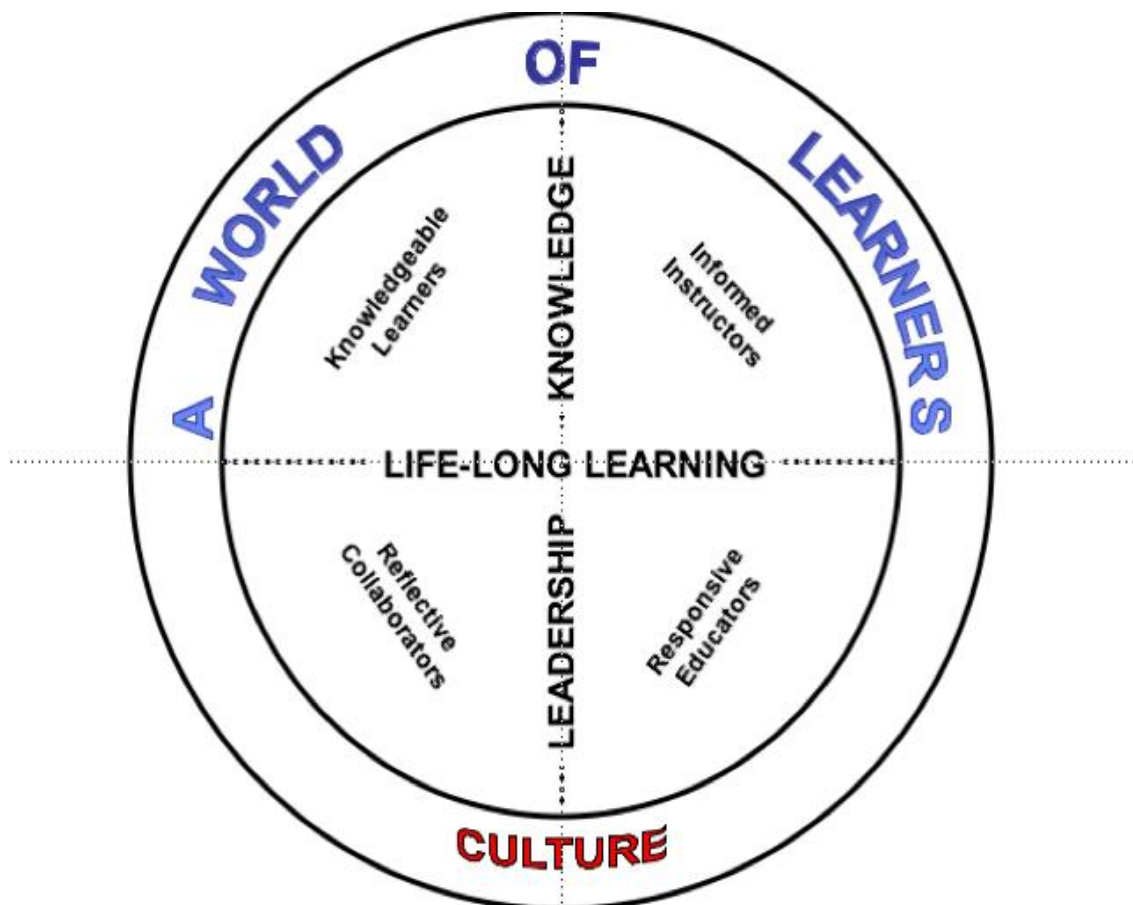
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).