

## EDUC 373: Teaching Writing

<b>Location:</b>	Evening
<b>Address:</b>	1001 Rogers Street Columbia, MO 65216
<b>Section:</b>	19FALL2/EDUC/373/AEV
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Wednesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

### ☰ Syllabus Contents

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### 📘 Course Information

#### Catalog Description

The study of how to teach writing skills to secondary students. Students will learn structures and approaches to teaching and assessing writing and apply them to writing activities including fictional and personal narratives, comparison and contrast essays, and research papers.

**Prerequisite:** Admission to the Teacher Certification Program.

#### Additional Notes

##### Thanksgiving Holiday:

Due to Thanksgiving, class will not meet Wednesday, November 27. The make-up day will be the week prior, Friday, November 22.

##### Attendance and Participation:

Teaching is a demanding and valued profession. Not just students but everyone you encounter will judge our profession on the basis of how you interact with others. Hence, it is extremely important to be professional. Professional characteristics on which you will be judged include punctuality, appropriate dress, attendance, fairness, rationality, collegial attitude, and participation. Because this class relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. Be prepared to ask questions and participate in class discussion. If you are ill or an emergency occurs, contact the instructor prior to class; otherwise, be in class on time every session. Students who miss two classes can be dropped from the course in accordance with Columbia College policy. If you must miss class, it is your responsibility to obtain notes from a fellow student or the recorded session. Do not ask the instructor to provide this for you. Any assignments that are not turned in because you are absent will be counted as late.

Professional Dispositions: As teaching professionals, there are several qualities that students are expected to demonstrate at all times in this class:

- Professionals always value the contribution that they make and are rarely absent. Creating a professional learning community in the class can only be achieved if all students are in class and contributing to the development of the community. Therefore, your attendance in class is critical, and you should make plans accordingly. This includes having a

backup plan for childcare, avoiding unnecessary travel which conflicts with class time, and avoiding making appointments that conflict with class time. Should you find it absolutely necessary to miss class, please inform your instructor prior to class time.

- Professionals are rarely late. Please allow yourself extra time in case of technology delays.
- Professionals are always ready to learn and are focused on instruction. Texting, emailing, or other personal tasks interfere with your engagement and should be avoided.
- Professionals ask for further information when they are confused about or don't know how to proceed on assigned tasks. If you are confused, more than likely others are too, and there is a need for clarification. Never hesitate to take responsibility for your own learning, which includes asking for help.
- Professionals are always considerate of and respectful toward their instructor and their peers. Viewpoints often differ during discussions, but please remember that others have a right to voice their ideas and beliefs. Argument is great for cognitive growth, but must be done within a context of validation and respect.
- Professionals always have high expectations for themselves and others. The quality and richness of your learning experience depends more on your engagement in the class than it does on the instruction given. Professionals have an open-mind and feel an obligation to participate fully and positively in all learning experiences.

## Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

 Gallagher. (2006). *Teaching Adolescent Writers* (1st). Stenhouse. eText

### Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

#### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

#### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of Truition<sup>SM</sup> are responsible for purchasing their own course materials.

## Technology Requirements

**THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.**

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias. (1.5)
5. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
6. Demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth. (2.2)
7. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
8. Recognizes diversity and the impact it has on education. (2.4)
9. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
10. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
11. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
12. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
13. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
14. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
15. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
16. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
17. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
18. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
19. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
20. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
21. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
22. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
23. Develops skills in using a variety of technology media communication tools. (6.4)
24. Has knowledge of the development, use, and analysis of formal and informal assessments. (7.1)
25. Describes, explains, and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals, and is able to teach students to set learning goals. (7.3)
26. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
27. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. (8.2)
28. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)

## Grading

### Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

### Grade Weights

Assignment Category	Points	Percent
Writing	300	30%
MICROTEACHING: Creating and Teaching Lessons	500	50%
ON-LINE DISCUSSION:	120	12%
PARTICIPATION	80	8%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### Schedule of Due Dates

#### Week 1

Assignment	Points	Due
Reading Assignment	--	Wednesday, Week 1

#### Week 2

Assignment	Points	Due
Reading Assignment	--	Wednesday, Week 2

#### Week 3

Assignment	Points	Due
Microteaching: Narratives	100	Wednesday, Week 3
Reading Assignment	--	Wednesday, Week 3
Share Journal/Writing Prompts #1	25	Friday, Week 3

#### Week 4

Assignment	Points	Due
Microteaching: Argumentative Essay	100	Wednesday, Week 4
Reading Assignment	--	Wednesday, Week 4
Writing Group #1: Style of Your Choice	135	Friday, Week 4

#### Week 5

Assignment	Points	Due
Microteaching: Expository Essay	100	Wednesday, Week 5
Reading Assignment	--	Wednesday, Week 5
Share Writing Prompts #2	25	Friday, Week 5

#### Week 6

Assignment	Points	Due
Writing Group #2: Multi-Genre Writing	135	Friday, Week 6
Microteaching: Research Writing	100	Wednesday, Week 6

#### Week 7

Assignment	Points	Due
Microteaching: Poetry	100	Wednesday, Week 8

#### Week 8

Assignment	Points	Due
Philosophy of Teaching Writing	100	Wednesday, Week 8
<b>Total Points: 1000</b>		

## Assignment Overview

### Assignments

#### Writing:

- **Philosophy of Teaching Writing** (100 pts) (Week #8)
- **Writing #1--Style of your Choice** (100 pts)
- **Writing #2: Multi-genre** (100 pts)
- For the writings #1 & #2, you will engage in the writing process of brainstorming, prewriting & drafting, revising, editing, and publishing. You will also post a reflection on your process for creating the piece. Writing #1 & #2 will be used for your on-line Writing Group posts.

#### Microteaching: Creating and Teaching Lessons:

- **Teaching Narratives** (Class #3)
- **Teaching Argumentative Essays** (Class #4)
- **Teaching Expository Essays** (Definition, Comparison/Contrast) (Class #5)
- **Teaching Research** (Classes #6)
- **Teaching Poetry** (Class #7)
- Microteaching lessons require students to create a lesson plan for the topic and present the lesson to the class, engaging classmates in a portion of the lesson or activity. Microteaching is an excellent opportunity to plan lessons, receive feedback on activities, sequencing, and assessments, and share resources.

#### On-Line Discussion:

- **Journal Prompts** (50 pts)--Students will generate 10-12 journal prompts suitable for secondary classrooms for different purposes and share on the Discussion Forum. You will have 2 separate times to post prompts.
- **Peer Writing Groups** (35 pts each)--Students will participate in **two** on-line writing conferences--one for the writing style of your choice and one for the Multi-Genre Writing. You will share your writing via the Discussion forum along with a short reflection on your process of creating the piece. Peers will respond with feedback about strengths, areas of concern, and suggestions for next steps. This will be an on-going process, so you will respond to each other's writings several times.

#### Participation:

- This is a discussion-based course, and your participation is crucial as you explore, define, and refine your beliefs about writing and teaching writing. Students are expected to respond verbally, by using the "chat" feature, and by responding in breakout rooms (if applicable) .

## Course Outline

Click on each week to view details about the activities scheduled for that week.

### Week 1: Introduction & Syllabus, Approaches to Teaching Writing

#### Reading Assignment

Read Chs. 1 & 2 before class 1

### Week 2: Assessment and Grading in Writing

#### Reading Assignment

Read Chs. 3 & 7 before class 2

### Week 3: Teaching Narratives

#### **Microteaching: Narratives**

Prepare and Present Narrative Microteaching Lesson

#### **Reading Assignment**

Read Ch. 5 before class 3

#### **Share Journal/Writing Prompts #1**

Share journal/writing prompts in Discussion forum and respond to each others' posts.

### Week 4: Teaching Argumentative Essays

#### **Microteaching: Argumentative Essay**

Prepare and present Microteaching: Argumentative Essay Lesson

#### **Reading Assignment**

Read Ch. 6 before Class 4

#### **Writing Group #1: Style of Your Choice**

Share Writing #1 to the Discussion forum. Respond to classmates' writing pieces giving feedback about strengths, areas of concern, and suggestions for next steps. The Peer Writing Groups (responses in Discussion forum) will be an on-going process.

### Week 5: Teaching Expository Essays (Definition, Compare/Contrast)

#### **Microteaching: Expository Essay**

Prepare and present Microteaching: Expository Essay lesson.

#### **Reading Assignment**

Read Ch. 4 before Class 5

#### **Share Writing Prompts #2**

Share Writing Prompts #2 to Discussion forum and respond to classmates' posts.

### Week 6: Teaching Research

#### **Writing Group #2: Multi-Genre Writing**

Share Writing #2 to the Discussion forum. Respond to classmates' writing pieces giving feedback about strengths, areas of concern, and suggestions for next steps. The Peer Writing Groups (responses in Discussion forum) will be an on-going process.

#### **Microteaching: Research Writing**

Prepare and present Microteaching: Research Writing Lesson.

### Week 7: Teaching Poetry

#### **Microteaching: Poetry**

Prepare and present Poetry Microteaching Lesson.

### Week 8: Teaching Creative Non-Fiction/Mult-Genre Writing; Philosophy of Teaching Writing

#### **Class Participation**

## Philosophy of Teaching Writing

Write and present Philosophy of Teaching Writing.

### + Additional Resources

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

#### Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

#### Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

### ! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

#### Additional Policies:

##### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

##### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

## Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

## Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

## Course Policies and Procedures:

### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.