Writing 109 ED: Writing for the Teaching Professions\(^1\) (Enrollment Code: 49692)

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Dr. Christopher Dean</td>
<td>Monday: 1:00-3:00 p.m.</td>
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<tr>
<td>Office: GIRV 1112</td>
<td>Tuesday: 1:00-3:00 p.m.</td>
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<tr>
<td>Phone: (203) 313-1343</td>
<td>And By Appointment</td>
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<tr>
<td>Email: <a href="mailto:cdean@writing.ucsb.edu">cdean@writing.ucsb.edu</a></td>
<td>Mailbox: Located in South Hall 1519. (Note: box is above name.)</td>
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Meeting Place and Time: TR 3:30- 4:45 GIRV 1112 (Unless otherwise noted)

Required Texts
- Writing 109ED Reader from the Alternative Copy Center in Isla Vista.
- Our course website, located at http://www.writing.ucsb.edu/faculty/dean/Wr109ED-S07.html
- Handouts given out in class.

Required Items for Each Class
- The Writing 109 ED Reader for each class.
- A notebook (either a laptop or a paper notebook) for an ongoing journal.
- Some means of saving electronic documents we create while working in the computer lab (i.e. a jump drive, a rewritable CD, or a floppy disk).

Course Catalogue Description
Prerequisites: Writing 2, 2LK, 2E, or equivalent; upper-division standing. Not open for credit to students who have completed English 106WP. Research, discussion, and analysis of current issues in education theory, practice, and policy. Appropriate for prospective credential students.

A Fuller Course Description
This course is designed to introduce students to the types of writing crafted by and assigned by teachers; thus all the writing we do will be writing that teachers need to do in school settings. All documents will be documents that educational professionals have to create at some point—generally early—in their careers. We will also examine the role of Writing Across the Curriculum, since much of the writing done by students is not restricted to the English classroom. We will investigate research by those in the teaching professions, and we will discuss and analyze current issues in educational theory, practice, and policy.

Writing 109ED is an extremely practical course for students interested in a career in teaching, and it is a great course for those interested in thinking about education in general. If you are not interested in a career of some sort in education, then this is not the class for you. If you are interested in a career in education, then read on my friend.

MY Course Goals
- TSW create professional documents for the teaching profession of high quality and definite utility.
- TSW demonstrate a strong understanding of the research, theory, and practice behind the use of writing, and also reading, in school environments.
- TSW reflect and discuss issues that will help them think about what it really means to be a teacher in any sort of school setting.

\(^1\) The design of this course is heavily indebted to the work that Craig Cotich and Ilene Miele have done in their 109ED syllabi.
Course Requirements (You will receive specific assignment sheets and rubrics for everything listed below, with the exception of the “Attendance and Participation,” category, which is explained below.)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Educational Philosophy Statement/Teaching Credential Application Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Plan from Web Source</td>
<td>15%</td>
</tr>
<tr>
<td>Three Part Writing Assignment</td>
<td>35%</td>
</tr>
<tr>
<td>Final Presentation Based on Your Lesson Plan or Writing Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Class Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>15%</td>
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Attendance
Attendance is mandatory. You are allowed to miss two classes. Each absence after two will result in the lowering of your final grade by one third of a letter grade (i.e. an A becomes an A-). Be here on time, every time, and realize that a tardy (defined as not being here within the first five minutes of class) will count as half an absence. Also, you will have one mandatory conference with me at the beginning of the semester. Do not miss this conference because it will count as a regular class in terms of attendance. I strongly encourage you to use my office hours and approach with questions about the class, writing concerns, and questions about the field of education generally.

Participation
Since this course will model the “best practices” in the field of education, you need to be here every day, and you also need to participate. What this means is that 109ED functions like a seminar, so you need to make sure that you’ve done all the required reading for the day, completed all the required pieces of writing, and actually engage verbally in discussion—both small and large group discussions. I do not force students to participate, but I will offer quiet students a chance to say something in full group discussions—you can always decline if you so desire. I will evaluate participation by your willingness to air your thoughts in class, work with your peers in groups, and volunteer for everything from dramatic recreations of teaching moments to informal presentations. And by the by, I’ll turn off my cell phone before the beginning of each class, and I politely ask that you do the same.

Other Matters
Additional Help
Remember that I am paid to be here for you, and I really like working with students, so please talk to me during class and outside of class during my numerous office hours. I also strongly encourage you to get help with your writing from friends, family, and the tutors (which you pay for through tuition and student fees) from CLAS (Campus Learning Assistance Services). CLAS is located just across from South Hall. CLAS physical locations are Buildings 300 and 477, and you can see more about CLAS by checking out their website located at http://www.clas.ucsb.edu/Info.htm. Remember every good writer uses others to help them make their writing better. You can also call and set up an appointment with CLAS by calling 893-3269. There are also two other organizations on campus that might prove helpful to you, and they are Counseling & Career Services (893-4411) and Disabled Students Program (DSP) (893-2668). Counseling and Career Services can help you many questions you might have as a student and person, and DSP is a place that can help you if you have a documented disability that might impinge on your ability to academic work at UCSB.

Notice To Students With Disabilities
If you are a student with a documented disability and would like to discuss special accommodations, please contact me during office hours, after class, or in whatever way would be best for you to talk to me privately.2

Rewrites
Once your final drafts of papers are done you can rewrite any of them—I will take rewrites as you do them up until the last day that we meet as a class.

2 This statement adapted from the “Guide to Constructing a Writing Program Syllabus,” which is available at http://www.writing.ucsb.edu/information/info.html.
Plagiarism
As my colleague and officemate Professor Doug Bradley writes, “Plagiarism is the copying of a part or whole of another person’s work while representing the work as your own; it is an extremely serious academic offense.” (Read more of Professor Bradley’s views on plagiarism at http://www.1startists.com/courses/writ2e/syllabus.html.) The best way to avoid plagiarism is to cite all the sources you use in a paper correctly, and never ever try to pass off someone else’s writing as your own—period. I will teach you everything I know about properly citing sources, so that you will never face charges of unintentional plagiarism, but I have no patience with people who engage in intentional plagiarism. Plagiarism offenses are treated seriously by the University, and may result in failure of the paper and of the course, in addition to further potential sanctions by the Student Faculty Conduct Committee.

TENTATIVE COURSE SCHEDULE: SUBJECT TO CHANGE AT THE DISCRETION OF THE TEACHER

Week One
Unit One: Underlying Assumption and Ideas

Tuesday: 4/3/07
- Reading: None.
- Assignments: In class, brainstorm for philosophy of education or teaching credential program application
- Class Activities: “Getting to Know You” exercise. In-class writing exercise. Introduction to journaling.

Thursday: 4/5/07
- Reading: “Mentors Who Evoked Us” by Parker J. Palmer and “My High School English Teacher” by Christopher Edgar and Ron Padgett. Both pieces are given out in class on Tuesday.
- Assignments: Journal on ONE of the above pieces before class.
- Class Activities: Discussion of mentors and mentoring. Goal setting work. First CAT.

Week Two
Unit One: Underlying Assumption and Ideas

Tuesday: 4/10/07
- Reading: “Introduction to Key Concepts” by Charles Bazerman, Joseph Little, Lisa Bethel, Teri Chavkin, Danielle Fouquette, and Janet Garufis from Reference Guide to Writing Across the Curriculum. Also, read “Writing as Process” by Rhonda J. Maxwell. FROM THE COURSE READER.
- Assignments: Start first draft of “Education Philosophy Statement” or school application essay—due 4/19/07. Journal on ONE of the above pieces before class.

Thursday: 4/12/07
- Assignments: Journal about ONE of the above pieces before class.
- Class Activities: Work from Maxwell. Political Science demonstration lesson using level one writing. Debriefing from lesson. Rhetorical analysis of Ottomeyer’s paper. FROM THE COURSE READER.
Week Three

Unit One: Underlying Assumption and Ideas

Tuesday: 4/17/07 (Meet in Computer Lab)
- Reading: “My Pedagogic Creed” by John Dewey and “What is ‘Learner Centered’?” by Barbara L. McCombs and Jo Sue Whisler. FROM THE COURSE READER.
- Assignments: Journal on ONE of the above pieces before class.
- Class Activities: What has our experience been in education: learner or teacher centered? Discussion of Dewey in light of McCombs and Whisler. One-Minute Paper. Learn your learning and teaching styles.

Thursday: 4/19/07
- Reading: “Conclusion” from Diane Ravitch’s Left Back: A Century of Battles Over School Reform and E.D. Hirsch’s “Why Traditional Education is More Progressive”. FROM THE COURSE READER.
- Assignments: Journal about ONE of the above pieces before class. First Draft of “Education Philosophy” or credential program application due.
- Class Activities: In-class peer review. Discussion of Traditional vs. “Progressive Education.”

Week Four

Unit Two: Practical Writing and Reading Considerations

Tuesday: 4/24/07 (Meet in Computer Lab)
- Reading: Online Lesson Plan Formats: http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm#Overview. (Print up copy and bring to class.) “Responding to Student Writers” from Jim Burke’s The English Teacher’s Companion—in our course reader.
- Assignments: Journal on ONE of the above pieces before class.
- Class Activities: Sample Lesson plan from Chris on fractions. Discussion of Lesson. Introduction to Lesson Plan Assignment. Looking at Student Writing.

Thursday: 4/26/07
- Reading: Plumb online lesson plan resources listed at our website. Read selection from “Subjects Matter” by Harvey Daniels and Steven Zemmelman—in our course reader. (Read pages 124 through 138 and choose to closely read one of the reading strategies)
- Assignments: Journal on ONE of the above pieces before class. Begin creating lesson plan on a subject you would want to teach—first draft with materials due on 5/3/07.
- Class Activities: Go over types of lesson plans. Discuss the reading/writing connection.

Week Five

Unit Two: Practical Writing and Reading Considerations

Tuesday: 5/1/07 (Meet in Computer Lab)
- Reading: John Bean’s “Formal Writing Assignments” from Engaging Ideas. In our course reader.
- Assignments: Turn in Journal for review by Chris.
- Class Activities: Sample lesson plan on acceleration using lab work and the “Dr. Science” writing prompt from page 79 of Bean. QandA about lesson plans.

Thursday: 5/3/07
- Reading: “Using Rubrics to Promote Thinking and Learning” by Heidi Andrade. Available at www.nycenet.edu/NR/rdonlyres/5CF749A8-D90F-4646-BEAF-9DD3130EB82E/2716/AppendixC.pdf (print up and bring a copy to class).
- Assignments: Journal on Andrade piece. Bring in lesson plan for peer and teacher review.
- Class Activities: Peer Review. Reading and evaluating student papers in your discipline. QandA about lesson plans.
**Week Six**

*Unit Three: Practical Matters and The World You will Teach In*

**Tuesday: 5/8/07 (Meet in Computer Lab)**

- **Reading:** Read a piece from Wong and Wong’s *The First Days of School*. **In our course reader.** (Read the one selection that most interests you. You can choose from: “How to Have a Well-Managed Classroom”, 194-201; “How to Have an Effective Discipline Plan”, 202-227; or “How to Have Students Follow Classroom Procedures”, 228-241.

- **Assignments:** **Journal on the piece above before class. Start final draft of lesson plan—due on 5/10/07**

- **Class Activities:** Classroom management discussion. Classroom management style inventory. Video play with *Stand and Deliver, Teachers, and The Dead Poets Society.*

**Thursday: 5/10/07**

- **Reading:** “Unconditional Teaching” by Alfie Kohn. Available at [http://www.alfiekohn.org/articles.htm#null](http://www.alfiekohn.org/articles.htm#null) **(print up and bring a copy to class).**

- **Assignments:** **Journal on Andrade piece. Bring in lesson plan for peer and teacher review.**

- **Class Activities:** Peer Review of lesson plan. Kohn vs. Wong and Wong. What is “classroom management” all about? Introduction to “Three Part Writing Assignment.”

**Week Seven**

*Unit Three: Practical Matters and The World You will Teach In*

**Tuesday: 5/15/07 (Meet in Computer Lab)**

- **Reading:** Go to [http://www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp) and read the content standards (I recommend HTML) that most closely tie with what you want to teach. If you plan to teach college, then look for a webpage that explains national and local standards for college teaching. **You will check out** what NCTE has to say about college teaching of writing and reading at: [http://www.ncte.org/about/over/positions/category/stand/107657.htm](http://www.ncte.org/about/over/positions/category/stand/107657.htm). Also, everyone must read the executive summary of “No Child Left Behind” at [http://www.ed.gov/nclb/overview/intro/execsumm.html](http://www.ed.gov/nclb/overview/intro/execsumm.html).

- **Assignments:** **Journal on the piece above before class. Start first draft of “Three Part Writing Assignment.”**

- **Class Activities:** Where do we stand on standards discussion? Break out groups based on what you read and sharing. CAT: what are the benefits and problems with set standards of academic performance. **Sign-up for presentation times.**

**Thursday: 5/17/07**

- **Reading:** “Counting on Kids and their Teachers” from Susan Ohanian’s *One Size Fits Few: The Folly of Educational Standards*. **In our course reader.**

- **Assignments:** **Journal on Ohanian piece. Start Research and work on “Three Part Writing Assignment.” BRING IN COPY OF “EDUCATIONAL PHILOSOPHY FOR PEER REVIEW.”**

- **Class Activities:** Ohanian vs. Standard folks debate. Go over sample “Three Part Writing Assignment in Class.”

**Week Eight**

*Unit Three: Practical Matters and The World You will Teach In*

**Tuesday: 5/22/07**

- **Reading:** “Informal Writing Assignments” by Brad Hughes, Martin Nystrand, Paige Byam, and Tom Curtis, located at [http://www.manhattan.edu/services/wac/pages/designing_assignments/informal_writing_assignments.html](http://www.manhattan.edu/services/wac/pages/designing_assignments/informal_writing_assignments.html) **(print up and bring copy to class).**

- **Assignments:** **Start first draft of “Three Part Writing Assignment.” It is due on 5/28/07. Journal on “Informal Writing Assignments.”**

- **Class Activities:** “Writing Fun” exercise. **Presentations.**
Thursday: 5/24/07
• Reading: Chapters 1 and 2 from Howard Gardner’s *Multiple Intelligences: The Theory in Practice*. In our course reader.
• Assignments: Journal on Gardner. Final draft of “Educational Philosophy Paper Due Today.”
• Class Activities: Presentations. Discussion of Gardner. MI test for you. What MI might mean to your final project in this class.

Week Nine
*Unit Three: Practical Matters and The World You will Teach In*

Tuesday: 5/28/07
• Reading: “Dear New Teacher” by Jim Burke—in our course packet.
• Assignments: First draft of “Three Part Writing Assignment”—due.
• Class Activities: Goal setting work via Burke. Presentations. Debriefing from presentations.

Thursday: 5/31/07
• Reading: None.
• Assignments: Start Final draft of “Three Part Writing Assignment,” due on 6/7/07.
• Class Activities: Presentations. Debriefing from Presentations.

Week Ten
*Unit Three: Practical Matters and The World You will Teach In*

Tuesday: 6/5/07
• Reading: None.
• Class Activities: Presentations. Debriefing from presentations.

Thursday: 6/7/07
• Reading: None.
• Assignments: Final draft of “Three Part Writing Assignment,” due today. Turn in Journal as well.
• Class Activities: Presentations. Debriefing from Presentations. Course Evaluations.

HAVE A GREAT SUMMER BREAK!