Writing 109ED: Writing for the Teaching Professions

**Prerequisites:** Writing 2, 2LK, 2E, or equivalent; upper-division standing; or consent of the instructor.

**Catalog Description:** Research, discussion, and analysis of current issues in educational theory, practice, and policy. Appropriate for prospective credential students.

**Course Description:** Writing 109ED explores the theoretical and practical assumptions that inform the basis of writing in the teaching professions. It offers students the opportunity to think like educators. Participants discuss and analyze current issues in educational theory, practice, and policy as they investigate research by those in the teaching professions and related stakeholders. In particular, 109ED examines issues, theories, practices, and policies that affect how writing enables learning in various disciplines, how it is taught, and how teachers use writing to creatively meet the needs of their students.

The primary objective of 109ED is to serve students who are entering or considering entering education programs to become teachers or administrators at the elementary, secondary, and postsecondary levels. The course prepares students for the reading and writing tasks they will encounter as pre-professional and professional educators. In addition to having a firm grasp of their disciplines, teachers in all subjects need a working knowledge of writing to learn strategies that can facilitate student learning of content, deepen their understanding of concepts, and foster higher-level thinking. Students read a range of academic and non-academic prose and write papers related to their reading. In addition, they engage in independent and/or collaborative research.

**Curricular Premises:** Many students who register for 109ED are planning to pursue or are considering careers in the teaching professions and thus intend to enroll in graduate training or a teacher credentialing program in future. Students from all majors across the university, however, may comprise a large number of 109ED participants. Despite the potential diversity of students’ interests, most sections of 109ED assume that all students will encounter opportunities to impact the education system at some point as teachers, parents, community members, or advanced students, and thus this course asks them to think deeply about their own educational philosophies and often about educational reform.

Writing 109ED shares a disciplinary focus with other Writing 109 courses, while examining in particular topics and genres relevant to educators and stakeholders in educational systems. Like other Area A2 courses, Writing 109ED focuses on developing advanced writing skills, which include adapting structure and style to particular genres, modes of communication, and rhetorical contexts; integrating and citing appropriate sources (i.e. academic and non-academic, digital and print, etc.); and refining grammatical, mechanical, and stylistic abilities. In particular, 109ED introduces students to the types of writing crafted by teachers and the documents that education professionals must create at some point (generally early) in their careers.

**Course Requirements:**

**Texts:** In Writing 109ED, students read and discuss theoretical, philosophical, and pedagogical writing about and by teachers, students, and other educational stakeholders. Readings may come from educational textbooks, journals, or magazines in which contemporary issues are debated and may represent a variety of disciplinary perspectives, including the history, philosophy, sociology, and psychology of education. Students also examine materials relevant to their particular topics of interest.

**Assignments:** Writing 109ED students engage in formal and informal writing, both in and out of class, individually and/or collaboratively. Informal writing may take the form of reflective journal entries, peer critiques, in-class writing, and drafts. Formal writing may include essays, teaching philosophies, lesson plans, position papers, ethnographic studies, annotated bibliographies, literature reviews, research projects, grant proposals, or statements of purpose for educational opportunities. Students may present the results of their research and analysis in oral formats such as group or individual presentations and teaching demonstrations. Small and large group discussions are a typical feature of 109ED, and student participation is frequently encouraged.

**Outcomes:**

* Think critically about connections between educational theory, practice, and policy, as well as one’s own educational experiences.
* Understand basic theories and practices of using writing to teach and learn.
* Demonstrate a strong understanding of the research, theory, and practice behind the use of writing and reading in educational environments.
* Develop writing and research skills appropriate for future teachers and/or stakeholders entering public debates about education and educational reform.
* Create professional, high-quality, and useful documents related to the teaching profession.
* Reflect upon and discuss (practical, political, social, economic, etc.) issues that teachers and learners encounter in real-world school settings.