

EDU 179W: Advanced Writing for Education Science

Spring 2021: Online

Dr. Penelope Collins
online on MWF 9:00-10:00am through Canvas and by appointment
pennyc@uci.edu
pennyc@uci.edu
pennyc@uci.edu

Q: How will this online course be structured?

A: This course has weekly modules with assignments due every Thursday night at 11:59 Pacific Time. Lectures will be available in video format, with the PowerPoint slides available as pdfs. Zoom meetings, such as the introduction to the library, will be recorded if you cannot attend the live version.

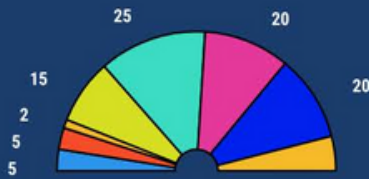
This course uses intensive writing to explore central concepts in education sciences and their communication to different stakeholders, such as policy makers, educators, communities, families, and students. Topics include: schools as organizations; social structures in education and stratification; individual decision making, government regulation and markets; human development and learning.

Course Description

Student Learning Objective

- Demonstrate rhetorically effective, discipline-specific writing and communication for appropriate academic, professional, and public audiences.
- Demonstrate, at an advanced level of competence, use of discipline-specific research methods, genres, modes of development, and formal conventions.
- Demonstrate advanced information literacy skills by locating, evaluating and integrating information gathered from multiple sources into discipline-specific writing.
- Demonstrate understanding of various theories guiding education sciences
- Use a range of traditional and digital literacies to communicate core issues in education sciences.

Course Assignments



- What Matters to Me and Why
- Annotated Bibliography
- Plagiarism Tutorial
- Infographic
- Research Paper
- Opinion (Op-Ed) Piece
- Peer Review
- Professionalism & Participation

Course Materials

All readings and required resources for the course are available for free through Canvas.

Course Policies

- Due to the nature of the class, consideration for others is paramount. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences.
- Assignments will be due every Thursday at 11:59 PM Pacific Time. Unless you have made prior arrangements, there will be a 10% penalty for each day an assignment is late.
- Peer reviews will be due on Mondays at 11:59 PM Pacific Time. They are important for both your development and your peers' development as writers. Missing a review means your peer does not receive feedback, and will receive a grade of 0.

The Writing Center

The Center for Excellence in Writing and Communication (Writing Center) provides online consultations to undergraduate students. Students may submit an essay draft via email by following the instructions on the website. This type of consultation is limited, in that students are advised to ask two specific questions only, but it can be extremely helpful. Typical response time is two to three business days.

www.writingcenter.uci.edu

Weekly Schedule

- 1 March 29: Introductions**
WHAT IT MEANS TO BE A WRITER
- 2 April 5: Education Science as a Field of Study**
BRAINSTORMING YOUR RESEARCH WITHIN A COMMUNITY OF WRITERS
- 3 April 12: Human Development and Learning**
PLANNING YOUR WRITING AND INFOGRAPHICS
- 4 April 19: Human Development and Learning**
PLANNING YOUR WRITING AND INFOGRAPHICS
- 5 April 26: Social Structures, Schools as Social Organizations, Government Regulation & Markets**
PLANNING YOUR WRITING AND INFOGRAPHICS
- 6 May 3: Social Structures, Schools as Social Organizations, Government Regulation & Markets**
GENRE AND THE DRAFTING PROCESS FOR RESEARCH PAPERS
- 7 May 10: Social Structures, Schools as Social Organizations, Government Regulation & Markets**
USING EVIDENCE AND COMMUNICATION IN RESEARCH PAPERS
- 8 May 17: The Future of Education**
REVISION AND EDITING, RESEARCH PAPERS
- 9 May 24: The Future of Education**
WRITING OPINION PIECES
- 10 May 31: The Future of Education & Writing Revisited**
WRITING OPINION PIECES
REFLECTIONS ON WRITING FOR MULTIPLE AUDIENCES AND PURPOSES

#1 & #6. By explicitly stating communication in the course description and the student learning objectives, this course demonstrates that it teaches and assesses communication throughout the course.

#3. In both the Course Description and Student Learning Objective, this course emphasizes the relationship between genre and audience, satisfying requirement 3.

#2. The Student Learning Objectives mention using multiple modes. These modes are clarified in the Course Assignments: Annotated Bibliography & Research Paper (written) and an Infographic assignment (visual), satisfying requirement 2 of incorporating at least 2 modes.

#4. The Course Assignments include peer review, satisfying the requirement for a feedback loop.

#5. The Course Assignments indicate that over %25 of assessment is on communication assignments, satisfying requirement 5.