



University of Pittsburgh

Center for Urban Education

Course: EDUC 3087: Writing Seminar (Fall 2020)
University of Pittsburgh, School of Education
Every other Tuesday, 10:00 am - 11:00am

Professor: Jason Mendez, PhD
Visiting Assistant Professor of Education
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Office hours: By appointment

Course Description

In this course, students will work toward completing their respective milestones. The structure of the seminar is that of a writing workshop. This means that members must read the writing of other students and provide thoughtful, productive, and meaningful feedback to facilitate their peers' revisions.

Course Objectives

1. Develop your research agenda: key concepts, themes, data, projects, manuscripts that you anticipate being most influential over the next five years.
2. Investigate one's own dispositions and philosophies on critical areas that affect us as individuals and educators, those we serve, and those with whom we work. These critical areas may include, race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability.
3. Engage in productive dialogues with one another on school and classroom practices with an emphasis on interdisciplinary arts, liberation (individual freedom), and critical thinking in a student-centered environment that emphasizes community, collaboration, and creativity.

Class Assignments

- Class Participation (75%)
- Research Proposal/Manuscript Draft (25%Points)

Class Participation

Students are expected to read all of the assigned readings for the course and to reference them during their participation in class. Participation includes class discussions and completing reflective in-class written assignments and activities.

Research Proposal/Manuscript Draft - Due December 1, 2020 by 11:59 p.m.

As a scholar, it is important for you to continuously assess your personal and professional development, challenge your strengths and weaknesses, and reflect on your social, cultural, and political influences on your ability to learn, teach, and lead. This paper gives you an opportunity to reflect on who you are, where you came from, and how you developed as a racial and cultural being. In this paper, you should reflect your knowledge, customs, and beliefs as they relate to your race/ethnicity, social class, gender, religion/spirituality, sexual orientation, disability, nationalism, and/or other factors that may impact how

you view the world (i.e. education, work, traditions, events, and people), and how your culture has been shaped. You will speak from personal experiences, such as interactions with family and friends, education and work experiences, and traditions, and discuss how your worldview influences your approach to school leadership practice, policy and research. As such, you may want to take an autobiographical approach to this paper. Your paper should be 3-5 pages.

Conference Proposal - Due December 1, 2020 by 11:59 p.m.

- Titles should be no more than 15 words.
- Abstracts should be 150 words or less.
- Proposals for individual papers should not exceed 1,000 words (excluding references).

The summary of your proposal should address the following components; please create subheadings for each component:

- Purposes, central questions or problems
- Contexts (discuss scholarly/practitioner conversations to which your work contributes)
- Primary sources or data sources
- Approaches, methods, strategies, or techniques for analysis
- Arguments/conclusions, or agenda, and, Significance (for scholarship, for practice)

Evaluation of Work - All work must be turned in by the **due date**. At least one (1) point will be deducted from late assignments unless you have received permission from me to submit the assignment after the due date. Papers will be graded based on adherence to the directions given, the content and quality of your writing, and adherence to APA guidelines. Unless otherwise noted, all papers will be due by 11:59 p.m. on the due date.

Incompletes for the course will be given only in cases of emergency, illness, or circumstances out of the student’s control. If you think an incomplete is appropriate in your situation, a request has to be submitted to me prior to the last week of class.

Course Schedule

Date	Topic(s)
January 9th	<u>Introduction to the Course</u> <ul style="list-style-type: none"> • Getting to Know You • Draft of Syllabus
September 8	Workshop
September 22nd	Workshop
October 6th	Workshop
October 20th	Workshop
November 3rd	Workshop
November 17th	Workshop
Dec 1st	Workshop

Grading Scale

<u>Letter Grade</u>	<u>Range</u>		<u>Letter Grade</u>	<u>Range</u>
A	92-100		C	72-77
A-	90-91		C-	70-71
B+	88-89		D+	68-69
B	82-87		D	62-67
B-	80-81		D-	60-61
C+	78-79		F	Below-59

If you have a religious holiday that you observe, please let the instructor know. She will work with you to meet expectations/assignments.

Academic Integrity. *Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.*

Disability Services. *If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.*

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Statement on Classroom Recording. *To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.*

DIL Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL, Dr. Patricia Crawford.
4. If needed, the student should next talk to the SOE associate dean of students, Dr. Michael Gunzenhauser.
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer, Dr. Michael Gunzenhauser