



COURSE OUTLINE

ELNG 325

THE TEACHING OF WRITING

39 HOURS

3 CREDITS

PREPARED BY: Sofie Maurice

DATE: December 28, 2019

Acknowledging that we live and work in the traditional territory of the Kwanlin Dün
First Nation and the Ta'an Kwäch'än Council.

THE TEACHING OF WRITING

INSTRUCTOR: Sofie Maurice

OFFICE HOURS: N/A

OFFICE LOCATION: N/A

CLASSROOM: A2315

E-MAIL: sofiemaurice@hotmail.com

TIME: Mondays, 5:30-8:30 pm

TELEPHONE: 393-3263 (evenings)
332-7838 (daytime)

DATES: January 6 - April 6, 2020

PREREQUISITES

ELNG 205

COURSE DESCRIPTION

As our society relies more and more on writing as a means of expression, "the teaching of writing needs to become a priority." (Lucy Calkins, 2016)
ELNG 325 offers information on classroom essentials in the teaching of writing instruction for elementary pre-service teachers. The focus will be on melding theory and practice by engaging in practical activities. Students will be involved in the study of writers' processes and strategies through participation in writing workshops.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- Gain an understanding of the classroom applications of recent theories of language development and literacy learning to the teaching of writing.
- Understand the processes and strategies involved in the act of writing.
- Explore issues in the teaching and learning of writing.
- Gain an understanding of how teacher language affects children's learning.
- Understand the importance of explicit teaching writing skills to children.
- Understand the developmental stages of writing.
- Analyze a written piece of writing to offer feedback on strengths and next steps based on the writing traits
- Connect effective assessment strategies to instruction in order to improve student writing.

COURSE FORMAT

The 39 hours of this course will be comprised of content lectures and discussions of issues pertinent to the teaching of writing. As well, during each class, students will be engaged in the writing process. Throughout the course, they will work to record observations, discoveries and questions in a double entry journal. A writing portfolio will allow each student to engage in the writing process and writing traits that will be presented during the term. At the end of the course, the delivery of a writing workshop will give students a first hand experience in planning and delivering a writing lesson.

ATTENDANCE AND PARTICIPATION

Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, as well as participate actively in class activities.

Each YNTEP student is responsible for:

- 1) Contacting your instructor prior to a class to report your absence (email or call).
- 2) Catching up on missed material and any incomplete assignments.
- 3) Obtain proper documentation (ex. Doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
- 4) Familiarize oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

ASSESSMENTS

Assignment	Percentage of Grade	Due Date
Double Entry Journal	25%	January 20 th February 3 rd February 17 th March 2 nd
Writing Portfolio	20%	March 23 rd
Connecting Assessment and Instruction Project	25%	April 6 th
Take Home Final Exam	30%	April 17 th (at the latest)

Double Entry Journal (25%) - 4 submissions (Jan. 20th, Feb. 3, 17 and March 2)
Students will maintain a double entry journal that describes their thinking and learning in the form of questions and/or discoveries that occur as the result of class discussions, and as a result of their assigned reading. Class time will be given to discuss issues in the articles. The learning journal will be submitted after the article has been read and discussed. The first journal will be used as a formative assessment. Feedback will be given to ensure that the students clearly understand the expectations of this assignment.

Writing Portfolio (20%) - Due March 23rd

Writing will be a part of most classes. From the pieces of writing started in class, students will select a few pieces that they will work on. They will show evidence of the writing process and writing traits in the pieces they have selected.

Connecting Assessment and Instruction (25%) - Due April 6th

Using tools that are available to Yukon teachers, students will assess pieces of writing that they are given. From these, they will identify what next steps in instruction these students will need to improve their writing.

Final Take Home Exam (30%) - Due April 17th (or anytime before)

Final Examinations are held at the end of the semester. This take home exam is an opportunity for students to describe what they have learned during this course and what will help them as future teachers. The final exam will be handed out on the last day of class. Questions will be read and explained to make sure every student will be able to complete this task independently.

****Late Assignments****

All assignments and presentations must be handed in or presented on the due dates unless previous arrangements have been made with the instructor. In these cases, marks may still be deducted for late assignments. Assignments handed in late with no explanation given or no previous arrangements made with the instructor will be deducted 5% per day. NO assignments will be accepted after the last class.

Evaluation

All assignments and due dates will be carefully explained in class and given to students in writing. Students will receive a rubric or list of criteria outlining expectations of each assignment.

REQUIRED READINGS

For January 13 th	<p>Yukon Education (2014). A Balanced Literacy Approach: Supporting students in reading, writing, listening and speaking. http://www.education.gov.yk.ca/pdf/publications/BalancedLiteracyBooklet.pdf</p> <p>Calkins, L. & Ehrenworth, M. (2016). Growing Extraordinary Writers: Leadership Decisions to Raise the Level of Writing Across a School and a District. <i>The Reading Teacher</i>, 00(00), 1-12. http://www.usgopo.com/wp-content/uploads/2015/06/Calkins-and-Ehrenworth-Growing-Writers-Reading-Teacher-Jul-Aug-2016.pdf</p>
For January 27 th	<p>Goldstein, D. (2017). Why Kids Can't Write. The New York Times. https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html</p>
For February 10 th	<p>McKenney, Y. (2018). Making Student Writing Matter. <i>Educational Leadership</i>, 75(7), 33-37. http://www.ascd.org/publications/educational-leadership/apr18/vol75/num07/Making-Student-Writing-Matter.aspx</p>
For February 24 th	TBD

REQUIRED TEXT

Serravallo, J. (2017). *The Writing Strategies Book*. Portsmouth: Heinemann.

RECOMMENDED TEXTS

Thomkins, G. (2012). *Teaching Writing: Balancing Process and Product*. New Jersey: Pearson Education. 6th edition. *available as an ebook*

Spandel, V. (2012). *Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms*. Boston: Pearson Education. (available in Yukon

Updated: December 2018

primary classrooms.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registrations web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

A note to students with special needs: If there is any student who, because of a disability, may have a need for accommodations, please discuss this with the

instructor, as well as contacting the Coordinator of Special Needs Services at 668-8785 or ccolaci@yukoncollege.yk.ca.

GRADING DESCRIPTIONS (University of Regina Calendar)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance