



COURSE OUTLINE

ELNG 325

THE TEACHING OF WRITING

39 HOURS
3 CREDITS

PREPARED BY: Shari Worsfold

DATE: July 2, 2016

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (DATE)

RENEWED BY ACADEMIC COUNCIL: (DATE)

THE TEACHING OF WRITING

INSTRUCTOR: Shari Worsfold

OFFICE HOURS: N/A

OFFICE LOCATION: N/A

CLASSROOM:

E-MAIL: sworsfold@northwestel.net

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

TELEPHONE: 336-0812 (evenings)
332-0582 (daytime)

DATES: Sept 12- December 20, 2016

COURSE DESCRIPTION

This course offers information on classroom applications of recent theory, research, and practice in the teaching of writing for elementary pre-service teachers. It involves the study of writers' processes and strategies through participation in a writing workshop.

PREREQUISITES

ELNG 205

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.
- Come to understand the processes and strategies involved in the act of writing.
- Confront and explore major issues in the teaching and learning of writing.
- Recognize literary genres and the structural elements unique to each genre.
- Gain an understanding of how teacher language affects children's learning.

COURSE FORMAT

This course will be comprised of content lectures and discussion of issues pertinent to teaching writing. Students will be engaged in the writing and inquiry processes. They will work collaboratively with their peers and record observations, discoveries and questions in a learning log.

ASSESSMENTS

Attendance and Participation

Marks will be based on a standard of professional conduct that includes attendance, punctuality, preparation, listening and speaking. **Attendance** involves showing up every day, arriving on time, and staying with the day's work until class is dismissed. In the event of a missed class due to sickness, death in the family or other emergencies, the student is expected to notify the instructor prior to class and assume responsibility for missed handouts and class content. Should a student miss more than 10% of the term's scheduled classes, s/he may be denied permission to write the final exam. **Preparation** requires careful reading, thoughtful writing, and other activities prior to class. **Listening** can be made both active and visible by making notes on class discussions and activities and by referring to what other students have said in class. Effective **speaking** requires sensitivity to the group: when possible, it is preferable to hear from every person at least once per class.

Assignments

Class participation	10%
Engaging in inquiry	10%
Writing portfolio	20%
Issues Paper	20%
Learning Log	20%
Final Exam	20%

Projects

Engaging in Inquiry (10%)

We will begin most classes with an inquiry question - the success of inquiry lies in the participation of students in a thoughtful discussion of a complex topic that develops or challenges current understandings in a meaningful way.

Writing Portfolio (20%)

Writing will be a part of every class. Students will select pieces of writing throughout the semester and submit them to the writing process (revise, edit and publish). These pieces of writing will become their writing portfolio. Their portfolio will be due near the end of the semester.

Issues paper (20%)

Students will confront and explore major issues in the teaching and learning of

writing. Students will choose one issue and write a paper of approximately 1000 - 1500 words in length. This paper will be due prior to the final exam.

Learning Log (20%)

Students will maintain a double entry journal that describes their learning in the form of questions and/or discoveries that occur as the result of the inquiry process and discussions, or as a result of their reading and listening. The entries in the log will become part of the inquiry process. The log will be submitted periodically throughout the semester.

Tests

Final Exam (20%)

Final Examinations are held at the end of the semester in the designated examination period. Once a final examination date and time have been published, they cannot be changed. Students are expected to write their exams as scheduled unless there are serious extenuating circumstances such as serious illness, accident, or other legitimate circumstances beyond their control. An extension must be approved by the Coordinator, Chair or Dean.

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 outlining expectations of each assignment.

REQUIRED TEXTBOOKS/MATERIALS

The Art of Teaching Writing, L.M. Calkins, Heinemann, 1987.

Choice Words: How our Language Affects Children's Learning, Peter Johnston, 2004, Stenhouse Publishers

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