

 	School of Health, Education and Human Services
	ELNG 325 The Teaching of Writing
	Winter 2023 3 Credits
Course Outline	

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OFFICE HOURS: N/A
CLASSROOM: A2315
TIME: Mondays, 1:00 pm-3:50 pm
DATE: January 9th -April 10th, 2023

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.

COURSE REQUIREMENTS

Prerequisite(s): ELNG 205

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- 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 explicitly teaching writing skills to children.
- Understand the developmental stages of writing.
- Analyse 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

Weekly breakdown of instructional hours

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.

Delivery format

- Instructor delivery
- Guest Speaker
- Small and large group work

There will be regular weekly articles that students will be responsible for reading in order to participate in the class discussions.

- Bring with you a mobile device (laptop, tablet, cellphone) with Internet/ Wi-Fi for the purpose of in-class assignments.

EVALUATION

Double Entry Journal	25 %
Writing Portfolio	20 %
Connecting Assessment and Instruction Project	25 %
Take Home Final Exam	30 %
Total	100%

Double Entry Journal (25%) – 4 submissions (Class 3, Class 5, Class 7 and Class 9)

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 20 (Class 11)

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 3rd (Class 13)

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 10th (or any time 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 the expectations of each assignment.

REQUIRED READINGS

For Class #3	<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). <i>Growing Extraordinary Writers: Leadership Decisions to Raise the Level of Writing Across a School and a District</i>. The Reading Teacher, 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 Class #4	<p>Goldstein, D. (2017). <i>Why Kids Can't Write</i>. The New York Times. https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html</p>
For Class #6	<p>McKenney, Y. (2018). Making Student Writing Matter. Educational Leadership, 75(7), 33-37. http://www.ascd.org/publications/educational-leadership/apr18/vol75/num07/Making-Student-Writing-Matter.aspx</p>

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

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 primary classrooms.)

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

- Foundational beliefs
- Theories of language development & literacy
- Daily practices and routines
- Backwards by design
- Engaged writers
- The value of writing: what really matters?
- Finding your voice as a storyteller
- The power of words
- Show VS Tell writing

- The art of Persuasion
- Creating critical writers
- Major issues in the teaching and learning of writing