

 	School of Health, Education and Human Services
	ELNG 325 The Teaching of Writing
	Winter 2025 3 Credits
Course Outline	

INSTRUCTOR: Dr. Marjorie MacDonald

CONTACT : marjorie.macdonald@yukonu.ca, (867) 393-1071

CLASS TIME & DATES: January 9th – April 10th, Thursday 6:00pm – 8:50pm

OFFICE HOURS: Please call/text/email

ROOM: A2605

COURSE DESCRIPTION

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, class activities, discussions, exploration of resources and group presentations.

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 to improve student writing.

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required. 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, students will work to record observations, discoveries and questions in a writing portfolio and 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. During the course, there will be several guests who will join the class to share their expertise. At the end of the course, students will each share short writing lessons with relevant elementary writing ideas. This will allow students to finish the course with a collection of writing ideas to use in their own teaching.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend class, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Classroom Climate and Community Expectations

Attendance, engagement, and participation are crucial in this course. Thoughtful, thought provoking, and respectful contributions to the class discussions are expected and will assist you in becoming intellectually and personally involved in the material covered in the course. Respectful discourse between students and the instructor is expected.

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

EVALUATION

1.	In Class Activities and Participation	25 %
2.	Writing Portfolio, Journal of Growth, Self-Reflection, Connection to Learning Outcomes	30%
3.	The Science of Writing Exploration, double entry journal (4 entries)	20 %
4.	Artificial Intelligence, Group Presentations	25 %
	Total	100%

NOTE

- See the University of Regina grading description for all assignments.
- Respectful University Guidelines from the University of Regina are to be followed.
- 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.
 - Criteria for evaluation/assessment will occasionally be co-created as a culturally responsive approach,
 - Evaluation/assessment will also include self-evaluation and peer evaluation

1. In Class Activities, Participation, Completion of Homework 25%

In schools, student writing is expected to happen **every day**. As such, we will write each time we are together in class. I will “WRITE BESIDE YOU”. This writing will be purposeful and teach new skills and ideas. During these activities, assessment and evaluation will be discussed about ways you can authentically and realistically assess student writing. We will engage in peer-editing, peer evaluation and co-creating criteria for these pieces of work.

2. Writing Portfolio, Journal of Growth, Self-Reflection, Connection to Learning Outcomes 30%

Students are expected to keep on-going and detailed notes about their learning.

Included in your **writing portfolio** will be:

- 5 selections of **writing** you are most proud of and why
- A **journal of your growth** as you move through the learning process of writing (we will discuss the learning process in class), this journal will be a part of your writing portfolio. You will be given time near the end of each class to reflect.
- You will be asked to engage in **self-reflection** and articulate your own thoughts, feelings and actions so as to gain additional self-awareness and improve yourself and your writing.
- You will be required to make concrete connections to the **learning outcomes**. You can do this in your own way. For example, you can write a poem, a story, create a diorama, create a collage, etc. Be creative. But it must go in your portfolio.

3. The Science of Writing Exploration, Double Entry Journal 20%

- We will investigate SRSD (Self-Regulated Strategy Development) as it is related to writing. You will find this resource here <https://thinksrsd.com/about-srsd/>
- Students will be taught about and required to maintain a **double entry journal** that describes their thinking and learning of the above resource. Class time will be given to discuss the information. The double entry journal will be submitted 4 times during the course. Class 4, 6, 8 and 9.

4. Artificial Intelligence, Group Presentations 25%

- This will be explored and presented in small groups. Free access to this resource can be found at [Artificial Intelligence \(AI\) in Education](#) compliments of Learn Different. I will provide codes for you during class. A guest speaker from Learn Different will attend one of our classes early in the course.

Note: All assignments and presentations must be handed in or presented on the due dates unless previous arrangements have been made with the instructor.

TEXTBOOKS & LEARNING MATERIALS

All learning materials will be provided to you.

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

Topics include but are not limited to:

- Foundational beliefs
- Theories of language development & literacy
- Reading, writing and oral language connection
- Creating critical writers
- Major issues in the teaching and learning of writing
- Writing and the curriculum
- AI Artificial Intelligence
- Writing Across the Curriculum
- Assessment and Writing
- Daily practices and routines
- Traits of Writing
- The Writing Process
- The Learning Process
- Backwards by design
- Engaged writers
- The value of writing: what really matters?
- Finding your voice as a storyteller
- Anchor charts

- The power of words
- Show VS Tell writing
- The art of Persuasion
- BC Performance Standards for writing
- Foundation Skills Assessment

CALENDAR

Refer to the YukonU website for important dates.

Thursday, January 9 th	Thursday, February 6 th	Thursday, March 6 th	Thursday, April 3 rd
Thursday, January 16 th	Thursday, February 13 th	Thursday, March 13 th	Thursday, April 10 th LAST CLASS
Thursday, January 23 rd	Thursday, February 20 th READING WEEK NO CLASS	Thursday, March 20 th	
Thursday, January 30 th	Thursday, February 27 th	Thursday, March 27 th	