

COURSE OUTLINE

Course Name: Teaching Writing

Department Head/Coordinator: Department Head: Joann Chernen

Effective Date: April 2011

School or Centre:	Department:
School of Language Studies	TESOL

Course History:	Year of Study:
Revised Course	3rd Year Post-secondary

Name of Replacing Course (if applicable):

Course Number:

TESO 1128

Number of Credits:

3

Course Pre-requisites (if applicable):

Prerequisite or taken concurrently: TESO 1101 TESOL Overview

Course Co-requisites (if applicable):

n/a

PLAR (Prior Learning Assessment & Recognition)

No Yes (details below):

Course Description:

In this course, students will focus on second language writing theory, and best practice instructional methodology used to teach writing skills to English Language Learners from literacy to advanced levels. This course introduces participants to i) a variety of strategies, resources and skills to help develop writing skills, ii) basic assessment tools for the evaluation of writing skills, and iii) some potential uses of technology in the ESL/EFL classroom.

Instructional Strategies:

Students in the Teaching Writing course will experience an interactive and student-centred learning environment. Students are actively involved in small group learning and peer-learning events as well as independent course-related learning tasks. Throughout the course students are encouraged to self-reflect on their language teaching practice.

Course Learning Outcomes:

Upon completion of this course, a student can:

1. Assess learner writing proficiency levels using Canadian Language Benchmarks.
2. Analyze writing-focused lesson plans based on an understanding of second language writing theory and second language teaching methodology.
3. Design a Communicative Language Teaching writing-focused lesson plan for their learners that reflects an understanding of second language writing theory and second language teaching methodology.
4. Design a comprehensive, detailed unit plan of 8 – 10 hours on an appropriate theme, integrating writing with the other language skills.
5. Evaluate student writing tasks using assessment and response tools (e.g. grading scales, written response/ feedback and oral conferencing) appropriate to the task writing context and student proficiency level.

Program Learning Outcomes:

Upon completion of this program, a student can:

1. Design lesson & unit plans appropriate to the language proficiency level, learning needs and goals of the learner/s using the fundamentals of effective instructional planning.
2. Deliver language lessons according to best practice methodology using appropriate classroom management strategies and resources.
3. Manage classroom climate/environment using principles of student centred practice.
4. Analyse learner's English language proficiency using a language proficiency framework such as the Canadian Language Benchmarks.
5. Prepare oral and written remedial feedback to learners about their language performance in a constructive and specific manner.
6. Self-assess lesson/unit lesson planning and delivery for effectiveness in meeting teaching goals.
7. Model correct usage of English grammatical structures and pronunciation.
8. Exhibit a professional and responsible attitude with regard to administrative/teaching and collegial responsibilities.

Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Letter Grades		C

Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Assignments	20	Assignment 1: Writing trigger outline Assignment 2: Literacy assignment and lesson analysis
Assignments	15	Assignment 3: Lesson plan for beginner or intermediate level learners
Assignments	20	Assignment 4: Evaluating student writing + resource review / course content review
Assignments	30	Assignment 5: Unit plan
Participation	15	
	Total	100

Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
J - Classroom/Online (Mixed Mode)	30	
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Enter Total Hours	30	

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

Course Topics and Sequence Covered:

Introduction to teaching writing
Writing theory and methodology
Literacy and low-level learners
Writing in the classroom
Responding to student writing
Writing at higher levels
Creative Writing
Integrating writing into multi-skills lessons and Technology and teaching writing

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

<http://www.vcc.ca/about-vcc/policies/index.cfm>

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
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