

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: The Craft of Writing

Unit ID: EDMST6115

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This unit focuses on building applied practice to enable the 'teaching of writers, not writing'. Students will learn to read like a writer, with the opportunity to delve deeply into author's craft, analyse and un-pack linguistic features and devices, and balance authorial and secretarial aspects of writing. Through investigation of current research, students will develop knowledge of writing development and evidence-based writing instruction practices, and have opportunity to apply this knowledge to pedagogical practice. In completing this unit students will gain understanding of genre, hybrid texts, social processes and products and how to apply this knowledge in the classroom. They will also learn to use mentor texts in the genre teaching and learning cycle as a pedagogical framework to support students in developing effective writing skills.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

(On successful completion of the unit the students are expected to be able to):

Knowledge:

- K1.** Examine the current research and effective pedagogy related to the teaching of writing.
- K2.** Recognise the key features of a range of writing instruction approaches, including genre-based and process-based approaches.
- K3.** Identify models of writing development and the writing process as they relate to effective writing instruction.
- K4.** Identify language features and devices, social purposes, and organisational structures of texts.
- K5.** Examine evidence-based approaches to writing instruction as they apply to Australian educational contexts.

Skills:

- S1.** Analyse and evaluate contemporary theories of writing instruction to inform professional practice.
- S2.** Evaluate pedagogical materials and approaches to writing based on current research on writing development and instruction.
- S3.** Differentiate writing pedagogy for diverse learners.
- S4.** Produce pedagogical materials using technology.
- S5.** Employ evidence-based writing instruction research for planning and implementation of teaching and learning.

Application of knowledge and skills:

- A1.** Critically evaluate the theoretical perspectives and pedagogical challenges of writing development and instruction.
- A2.** Interpret curriculum and apply understandings of writer's craft to support learner's writing development.
- A3.** Use mentor texts in the genre teaching and learning cycle.

Unit Content:

Topics may include:

- Writing development and writing instruction
- Genre, process and evidence-based approaches to writing instruction
- Writing, multimodality and technology
- Learning to write, writing to learn
- Debates in writing instruction
- Teaching and differentiating writing instruction for diverse learners

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams 	S3, A2	AT2
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply leadership skills and behaviours.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems 	NA	NA
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving 	K1, S1, S2, S5, A1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks.</p> <p>Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities 	K5, S2, S4, S5	AT1, AT2
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to think ethically and sustainably.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life. 	K4, S3, A2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, A1	Examine the research, pedagogies, teaching strategies and theories of writing instruction that inform professional practice in teaching writing by conducting a review of current literature.	Literature review	40-60%
K3, K4, K5, S2, S3, S4, S5, A2, A3	Create comprehensive teaching materials, practices or programs for teaching writing, relevant to a specific teaching context, and connect pedagogy with research on writing development and instruction.	Unit of work	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)