



Course Outline (Higher Education)

School:	School of Education
Course Title:	THE CRAFT OF WRITING
Course ID:	EDMST6115
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Course :

This course 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 the importance of balancing authorial and secretarial aspects of writing. In completing this course 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’ effective writing skills.

Grade Scheme: Graded (HD, D, C, etc.)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory						
Intermediate				✓		
Advanced						

Learning Outcomes:

(On successful completion of the course 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 genre in terms of social purposes, language features and schematic structures.
- K3.** Identify the reciprocity of reading and writing and how this can be leveraged in the classroom.
- K4.** Identify the author's craft, linguistic features and devices.
- K5.** Balance authorial and secretarial aspects of writing.

Skills:

- S1.** Analyse and evaluate contemporary theories of writing instruction to inform professional practice.
- S2.** Employ strategies to 'read like a writer' and use mentor texts to support student learning of specific crafts.
- S3.** Differentiate writing pedagogy for diverse learners.
- S4.** Produce pedagogical materials using technology.
- S5.** Construct and deconstruct text using the Genre Teaching and Learning Cycle.

Application of knowledge and skills:

- A1.** Critically evaluate the theoretical perspectives and pedagogical challenges of writing.
- 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.

Course Content:

Topics may include:

- Understanding genre as a social process and how purpose, audience and language work to create text products
- Understanding the five phases of the Genre Teaching and Learning Cycle
- Reading like a writer, noticing author's craft, linguistic features and devices
- Balancing authorial and secretarial aspects of writing
- Using mentor texts in the genre teaching and learning cycle
- 'Teaching writers, not writing'
- Choosing mentor texts for effective teaching

Values:

- V1.** Appreciate the role and importance of writing for children and adults.
- V2.** Consider writing as a process through which meaning is created.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program

progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1	A	AT1	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, A4	B, B	AT1, AT2	B, C
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	N/A	N/A	N/A	N/A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S2, S3, S4	B, B, B	AT1, AT2	C, C
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A1, S3	B, B	AT1, AT2	C, C

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1,	Examine the research, pedagogies, teaching strategies and theories of writing instruction that inform professional practice in teaching writing by designing a portfolio for assessment based on a critical evaluation of the theoretical perspectives and pedagogical challenges of writing.	Portfolio	40 - 60%
K3, K4, K5, S3, S4, S5, A2, A3	Create comprehensive teaching materials, practices or programs for teaching writing, relevant to the student's own teaching context.	Negotiated unit of work	40-60%

Adopted Reference Style:

APA