

Course Title	Academic Writing For Instruction TCE310	Instructor(s)	Ellen Head
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Class Style	Interactive Lecture	Office Hours	tba
Track	TC	Mode of Instruction	Solo
Credits	2	Allocated Year	2
Active Learning	<p>1.3 Written paraphrases and summaries</p> <p>1.5 Journal writing</p> <p>1.6 Response/reaction writing</p> <p>2.6 Peer teaching</p> <p>3.2 Pause for reflection</p> <p>3.1 Written peer review of written work</p> <p>4.9 Group work on questions</p> <p>4.11 Oral peer review of written work</p>	Compulsory or Elective	Compulsory
Course Overview	Students will learn and practice various techniques and strategies for teaching writing. By reflecting on their own experience of learning writing, they will become more resourceful as writers and as potential teachers of writing skills. They will gain knowledge of current and past practices in teaching writing and they will have an opportunity to try techniques and strategies for writing teaching by planning and carrying out peer teaching sessions. The course is evaluated by portfolio together with peer teaching assignments and tests covering relevant vocabulary and writing skills.		
Course Objectives	Students will understand concepts such as fluency/accuracy, process/product, sentence level/paragraph level, content/organization, which will enable them to make informed choices when they plan lessons involving writing. Students will experience a range of task-types and activities, including integrated skills activities and collaborative activities for teaching writing. Students will learn about selective error correction, editing and re-drafting. Students will discuss how to take an ethical stance regarding the use of AI-assisted translation and generative AI in writing teaching.		
Prerequisite	Year 1 TC classes		
Course Schedule	No	Contents	Homework
	1	Fluency in writing	Write a story about your funny mistake or your happiest day
	2	Accuracy in writing: balancing a process approach and product approach	Prepare the sentences for guided writing task about describing place
	3	Peer teaching a guided writing task: descriptive writing tasks (places and people); review prepositions, adjectives, is/are	Prepare guided writing task about describing a person
	4	Peer teaching: guided writing tasks: continued	Finish your writing and do the editing and punctuation task
	5	Formal versus informal writing: letters/emails, guided writing tasks	Do guided writing task: writing a letter to a pen-pal or e-pal
	6	Peer teaching activity: writing fluency (timed writing/learning journal/topic)	Prepare for peer teaching – make sentence frame task
	7	Peer teaching activity: a product approach (using a frame)	Prepare for peer teaching – find a task about paragraphs
	8	Structure and organization in writing: paragraphs. Jigsaw tasks. Sentence frame tasks. Analytical tasks with model paragraphs.	Finish analytical task about paragraph organization
	9	Peer teaching activities: focus on paragraphs	Review vocabulary and write

			learning journal
	10	Mid-term test, portfolio-making, reflection writing and catching up	Prepare sentences about a picture story: review continuous tense vs simple tenses, past tenses
	11	Sentence-level writing: picture stories	Prepare sentences about a picture story
	12	Sentence-level writing: picture stories – peer teaching	Prepare task about advantages and disadvantages essay (Choose topic, make t-chart and example paragraph)
	13	Paragraph-level writing: advantages and disadvantages with a T-chart	Study model essay – three paragraph essay
	14	Paragraph-level writing: collaborative tasks	Do collaborative essay task using google docs or pen and paper; look at error correction on google doc
	15	Practice test, portfolio-making, reflection writing and catching up	Finish writing reflection and self-evaluation, make portfolio
Grading	<p>Course work evaluated through portfolio: 50%</p> <p>Model teaching preparation and performances: 25%</p> <p>Mid-term test: 10%</p> <p>Practice test: 5%</p> <p>Final test: 10%</p>		
Textbooks	<p><i>Miyazaki International College Writing Handbook</i> (available as .pdf from the course moodle site)</p> <p>British Council Workbook <i>How to Teach Writing</i> (available online)</p> <p>Handouts from the teacher.</p>		
References	<p>Bennet, P. & Stoeckel, T. (2013), <i>Miyazaki International College Writing Handbook</i></p> <p>British Council Learning Team (2025), <i>How to Teach Writing, Reflective Workbook</i> https://www.teaching-english.org.uk/training/teachingenglish-how-teach-writing</p> <p>Council of Europe (CEFR Self-Assessment Grid for Writing https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52</p> <p>EAQUALS Core inventory https://www.eaquals.org/our-expertise/cefr/our-work-practical-resources-for-language-teaching/</p> <p>Zemach, D. (2011). <i>Writing Sentences. The Basics of Writing</i>. MacMillan.</p> <p>Blanchard, K. & Root, C. (2017). <i>Ready to Write 1</i>. Pearson.</p>		
NOTES	<p>Students should purchase a notebook and file with plastic pockets for organizing their printed and hand-written work.</p> <p>For peer teaching sessions students are encouraged to look at the writing textbooks listed above and these or other writing textbooks can be obtained from the library (Zemach, 2011, Blanchard & Root, 2017, Bennet & Stoeckel, 2013).</p> <p>Handouts will be given and online resources will be available on the Moodle website.</p> <p>Students must keep all their work carefully and select their best work to make a portfolio at the end of the course.</p>		