

*Erin Spring***EDUC 213: HOW CHILDREN LEARN TO WRITE**
WINTER 2025**Land Acknowledgement:**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Course Dates: January 13th - April 11th, 2025

Last Day to Add/Drop/Swap:

Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite:

Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours:

By appointment only

Email:

Students are required to use a University of Calgary (ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

The intent of EDUC 213: Teaching Children How to Write is to provide theoretical knowledge for teaching beginning writers in K-12 settings. Students will explore the fundamental components of literacy, and assignments will present multiple opportunities for students to increase their understanding of the development of writing. The focus of this part of the course will be forming the theoretical and practical

knowledge about teaching writing through a wide range of developmental stages. Students will also engage in reflective practice related to their own writing and writing for academic purposes. This course is a co-requisite with EDUC 215: Supporting Children's Writing, a course that will provide opportunities for students to reflect on and enact the writing strategies uncovered in this course. Students do not need to take EDUC 215 to enroll in this course, although doing so is highly recommended.

LEARNER OUTCOMES:

Students will:

1. Develop an understanding that writing is a lifelong, learned skill.
2. Explore the fundamental processes of encoding, sentence and paragraph construction, and link the writing process to three types of writing (expository, narrative, and critical reflection). The students will also consider voice and audience as critical features of the writing process.
3. Read a variety of mentor texts to recognize and identify features of polished and professional writing.
4. Evaluate personal barriers and advantages associated with their own writing and practice the writing process.
5. Analyze and edit their own writing using mentor texts, peer review, and self-assessment to understand the writing process as it emerged in their own practice.

COURSE DESIGN AND DELIVERY:

This course will be delivered completely online with five mandatory Zoom sessions.

REQUIRED RESOURCES:

Staying up to date with the required readings is necessary for your successful completion of this course. Readings have been carefully selected to guide your understanding of the course content and contain the necessary information that you need to engage meaningfully with your groups.

The readings and resources below are recommended for continued professional learning and development well beyond this course and into your first years of teaching. You might need to purchase (or borrow from a library) a copy of the books that are starred (*) because they are not freely available online.

Please refer to the detailed Weekly Course Schedule for the assigned dates for reading these texts.

Required Books

You should either purchase these books or borrow them from your local library for the term.

Truss, L. (2003). *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*. New York: Penguin Random House.

E-book available from the following vendors; Apps available in Android and Apple devices

[BookShelf](#) ; [Amazon Kindle](#); [Google Play Books](#); [Kobo](#); [Apple](#)

*One of the following novels:

- *Harry Potter and the Philosopher's Stone* by J.K. Rowling
E-book available from the following vendors; Apps available in Android and Apple devices
[Amazon Kindle](#); [Google Play Books](#); [Kobo](#); [Apple Books](#)
- *Never Cry Wolf* by Farley Mowat
E-book available from the following vendors; Apps available in Android and Apple devices
[Amazon Kindle](#); [Google Play Books](#); [Kobo](#)
- *The Glass Castle* by Jeannette Walls
E-book available from the following vendors; Apps available in Android and Apple devices
[Amazon Kindle](#); [Google Play Books](#); [Kobo](#)

Required Course Materials (Available Online)

Atwood, M. (2011). Stone Mattress. Available online at

<https://www.newyorker.com/magazine/2011/12/19/stone-mattress>

Critical reflection. Critical Reflection - Purdue OWL® - Purdue University. (n.d.).

https://owl.purdue.edu/owl/resources/community_engaged_writing/critical-reflection.html

Empowering Writers. (2019) What is narrative writing? Available from

<https://www.empoweringwriters.com/toolbox/what-is-narrative-writing/>

Evidence and analysis. HarvardWrites. (n.d.). <https://www.harvardwrites.com/evidence-analysis>

Folaron, T. (n.d.). How to use a comma. Available on the *TedEd* website at

<https://ed.ted.com/lessons/comma-story-terisa-folaron#review>

Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at

<https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil>

Graham, S., & Santangelo, T. (2014). Does Spelling Instruction Make Students Better Spellers, Readers, and Writers? A Meta-Analytic Review. *Reading and Writing: An Interdisciplinary Journal*, 27(9), 1703-1743. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11145-014-9517-0>

Harper Collins Studio. (2016). *Writers on Writing/Anne Patchett* [YouTube video]. Available from

<https://www.youtube.com/watch?v=k4tzP-KcGcs>

Hurley, S. (2019). Dr. Hetty Roessingh – Cursive Writing [podcast]. Available from

https://voiced.ca/podcast_episode_post/dr-hetty-roessingh-cursive-writing/

NCTE. (n.d). Reading Like Writers from *Wondrous Words* pp. 5-12. Available from

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/58161chap01.pdf>

Park, D.B. (1982). The meanings of “audience”. *College English*. 44(2). 247-257. <https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/377012>

Pinker, S. (2015) Linguistics, style, and writing in the 21st century [speech]. *Scholars Kitchen*. Available from <https://scholarlykitchen.sspnet.org/2015/12/18/speech-is-instinctive-writing-is-hard/>

Santangelo, T. & Olinghouse, N.G. (2009). Effective Writing Instruction for Students Who Have Writing Difficulties. *Focus on Exceptional Children*, 42(4), 1-21.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_17161_fec_v42i4_6903

Sambuchino, C. (2016). Tips for Reading Like a Writer. Available from
<http://www.writersdigest.com/editor-blogs/guide-to-literary-agents/6-tips-reading-like-writer>

Structure and audience. HarvardWrites. (n.d.-c). <https://www.harvardwrites.com/structure>

TeachWriting.org. (2018, April 30). *Help your students A.C.E. response to text writing*. TeachWriting.org.
<https://www.teachwriting.org/blog/2018/4/30/qtcdz76hbqpy2x0rs7qg9j2fcf28c>

Tech Teacher QC. (2017). *Reading Writing Connection* [YouTube Video]. Available from
<https://www.youtube.com/watch?v=quwF2wq154M>

The Literacy Bug. (n.d.). *Encoding, Decoding and Understanding (Print) Language*. Available from
<https://www.theliteracybug.com/encoding-decoding-and-understanding/>

What’s at stake. HarvardWrites. (n.d.-c). <https://www.harvardwrites.com/stakes>

Wheaton College. (2009). Style, Diction, Tone, and Voice. Available online from
<https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/>

Writing an argument. HarvardWrites. (n.d.-a). <https://www.harvardwrites.com/writing-an-argument>

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials for this course; however, you might find them extremely helpful with preparing for your other university courses.

Publication Manual of the American Psychological Association (7th Edition). – Used in Education courses to reference source material and contains expected conventions for academic writing.

LEARNING TASKS OVERVIEW

The course has five assignments to be completed as listed below. The daily segment of this course is structured to assist with the completion of one portfolio consisting of several smaller tasks. The task descriptions and assessment details for each assignment will be discussed in class. The instructor will facilitate the ongoing work and will support students as they engage in the assignments by providing ongoing, timely and constructive feedback to further learning.

Late submissions will not be accepted without consultation with the instructor prior to the due date. If you are having trouble with completing an assignment, **you must let the instructor know in advance of the due date** to negotiate for an extension. Extensions will be granted in accordance with University and Faculty policies.

Cheating, copying, and plagiarism are taken seriously and will be dealt with according to the policies of the University of Calgary and the Werklund School of Education.

Use of Artificial Intelligence:

Use of generative artificial intelligence tools to complete coursework in this course is prohibited in all cases. Use of these tools is considered an unauthorized means to complete an examination or other assignment or assessment and would be considered academic misconduct.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1	Weekly discussion postings	Individual	25%	Weekly by Thursday at 11:59pm MST
LT2	Moderating weekly discussions	Individual	15%	Once per term as assigned by Monday at 11:59pm MST
LT3	Phonetics Program Exploration: Detailed description of a phonics program in the form of an infographic, PowerPoint, group essay, or web page.	Group	20%	February 16, 2025, by 11:59pm MST
LT4	Mentor Text Development: Tabular representation of key concepts discussed in course reading.	Individual	20%	March 30, 2025, by 11:59pm MST
LT5	Discussion Post Revision: Revision and reflection on discussion post	Individual	20%	April 13, 2025, by 11:59pm MST

The final grade will be the sum of all weighted scores, resulting in a total out of 100 and assigned a letter grade based on the U of C Undergraduate grading system.

WEEKLY COURSE SCHEDULE:

Please read assigned texts and/or watch assigned videos each week. You should have course materials read or viewed before Zoom sessions to take full advantage of these classes.			
DATE	TOPIC/THEME	READINGS AND TASKS	DUE DATES
Week 1 Jan 13-17	Welcome and Introduction <ul style="list-style-type: none"> ▪ Zoom 1 – Jan 14 ▪ Introduction to the course. ▪ Moderator assignment and LT3 groups are selected on Google Doc. 	On Writing: Harper Collins Studio. (2016). <i>Writers on Writing</i> /Anne Patchett [YouTube video]. Available from https://www.youtube.com/watch?v=k4tzP-KcGcs	Initial Weekly Post: Moderator: Mondays 11:59pm MST Others: Thursdays 11:59pm MST
Week 2 Jan. 20-24 Reading Writing Connection	Moderators: <ul style="list-style-type: none"> ▪ Becoming a better writer by reading. 	NCTE. (n.d). Reading Like Writers from <i>Wondrous Words</i> pp. 5-12. Available from https://cdn.ncte.org/nctefiles/resources/books/sample/58161chap01.pdf Tech Teacher QC. (2017). <i>Reading Writing Connection</i> [YouTube Video]. Available from https://www.youtube.com/watch?v=quwF2wq154M	
Week 3 Jan. 27-31 Read like a Writer	Moderators: <ul style="list-style-type: none"> ▪ Zoom 2 – Jan 28 ▪ What does it mean to read like a writer? ▪ How can we use reading to become better writers? 	Santangelo, T. & Olinghouse, N.G. (2009). Effective Writing Instruction for Students Who Have Writing Difficulties. <i>Focus on Exceptional Children</i> , 42(4), 1-21. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_17161_fec_v42i4_6903 Sambuchino, C. (2016). Tips for Reading Like a Writer. Available from http://www.writersdigest.com/editor-blogs/guide-to-literary-agents/6-tips-reading-like-writer Atwood, M. (2011). Stone Mattress. Available online at https://www.newyorker.com/magazine/2011/12/19/s_tone-mattress	
Week 4 Feb 3-7 The Decoding/Encoding process	Moderators: <ul style="list-style-type: none"> ▪ Vocabulary (phonics, phonemes, graphemes, etc.) ▪ Punctuation 	Hurley, S. (2019). Dr. Hetty Roessingh – Cursive Writing [podcast]. Available from https://voiced.ca/podcast_episode_post/dr-hetty-roessingh-cursive-writing/ , Introduction from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 1-34)	
Week 5 Feb. 10-14 Decoding	Moderators: <ul style="list-style-type: none"> ▪ What is the relationship 	Graham, S., & Santangelo, T. (2014). Does Spelling Instruction Make Students Better Spellers, Readers, and Writers? A Meta-Analytic Review. <i>Reading and Writing: An</i>	

/Encoding relationship	between encoding and decoding? <ul style="list-style-type: none"> Why is spelling and grammar necessary to learn? 	<i>Interdisciplinary Journal</i> , 27(9), 1703-1743. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11145-014-9517-0 The Literacy Bug. (n.d.). <i>Encoding, Decoding and Understanding (Print) Language</i> . Available from https://www.theliteracybug.com/encoding-decoding-and-understanding/	
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February 16, 2025 - Learning Task #3: Phonics Program Exploration Due on D2L discussion board

February 17-21, 2025, Term Break (No Classes)

Week 6 Feb. 24-28 Mentor Texts and Sentence Construction	Moderators: <ul style="list-style-type: none"> What is a mentor text? How can we teach grammatical conventions through reading? Begin reading your Young Adult novel. 	The Traceable Apostrophe from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 34-67) Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil	Initial Weekly Post: Moderator: Mondays 11:59pm MST Others: Thursdays, 11:59pm MST
Week 7 Mar.3-7 Mentor Texts and Sentence Construction	Moderators: <ul style="list-style-type: none"> Zoom 3 – March 4 First and last lines – focusing on important sentences. How the comma can prevent miscommunication. 	That’ll Do, Comma from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 68-102) Folaron, T. (n.d.). How to use a comma. Available on the <i>TedEd</i> website at https://ed.ted.com/lessons/comma-story-terisa-folaron#review	
Week 8 Mar. 10-14 Mentor Texts and Paragraphs	Moderators: <ul style="list-style-type: none"> Establishing Style, Tone and Voice Paragraph writing 	Airs and Graces from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 103-131) Wheaton College. (2009). Style, Diction, Tone, and Voice. Available online from https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/ Tech Teacher QC. (2017). Reading Writing Connection [YouTube Video]. Available from https://www.youtube.com/watch?v=quwF2wq154M	
Week 9 Mar. 17-21 Linking Process to Type	Moderators: <ul style="list-style-type: none"> Zoom 4 – March 18 Types of Writing: Linking Process to Type Writing an argument 	Cutting a Dash from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 132-167) Pinker, S. (2015) Linguistics, style, and writing in the 21 st century [speech]. <i>Scholars Kitchen</i> . Available from https://scholarlykitchen.sspnet.org/2015/12/18/speech-is-instinctive-writing-is-hard/ Writing an argument. HarvardWrites. (n.d.-a).	

		https://www.harvardwrites.com/writing-an-argument	
Week 10 Mar. 24-28 Narrative Writing	Moderators: <ul style="list-style-type: none"> ▪ Narrative Writing: Linking Process to Type ▪ What's at Stake? 	A Little Used Punctuation Mark from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 168-176) Empowering Writers. (2019) What is narrative writing? Available from https://www.empoweringwriters.com/toolbox/what-is-narrative-writing/ What's at stake. HarvardWrites. (n.d.-c). https://www.harvardwrites.com/stakes	
March 30, 2025 - Learning Task #4: Developing Mentor Texts due for assessment			
Week 11 Mar. 31 – Apr. 4 Structure & Audience	Moderators: <ul style="list-style-type: none"> ▪ Writing: Structure and Audience 	Merely Conventional Signs from <i>Eats, Shoots and Leaves</i> by Lynne Truss (pp. 177-204) Park, D.B. (1982). The meanings of "audience". <i>College English</i> . 44(2). 247-257. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/377012 Structure and audience. HarvardWrites. (n.d.-c). https://www.harvardwrites.com/structure	Initial Weekly Post: Moderator: Mondays 11:59pm MST Others: Thursdays, 11:59pm MST
Week 12 Apr. 7-11 Critical Reflection	Moderators: <ul style="list-style-type: none"> ▪ Zoom 5 – April 8 ▪ Writing: Evidence and Analysis ▪ Critical Reflection 	Evidence and analysis. HarvardWrites. (n.d.). https://www.harvardwrites.com/evidence-analysis Critical reflection. Critical Reflection - Purdue OWL® - Purdue University. (n.d.). https://owl.purdue.edu/owl/resources/community_engaged_writing/critical-reflection.html	
April 13, 2025 – Learning Task #5: Discussion Post Revision and Reflection due for assessment			

Changes to Schedule:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course. If students notice errors or omissions, please let the instructor know right away through email.

LEARNING TASKS AND ASSESSMENT

There are 5 required Learning Tasks for this course.

1. LEARNING TASK 1: Weekly Discussion Posting – DUE: Weekly – 25% of course mark

The purpose of this task is to encourage deeper learning and understanding of course concepts through reflection and discussion. You must read the required readings in preparation for online discussions.

You will produce one **major post (about 300 words)** for the weekly discussion forum, which should respond to moderator's opening question(s) as well as reflecting some depth of engagement with the

ideas in the weekly articles/texts (**post by Thursday midnight at the latest**). You will also **respond at least twice (minor posts)** during the week. Minor posts within a forum should build on prior comments in an intellectually engaging way. The minor posts that respond to another person can be shorter (but not less than 150 words). After posting your minimum responses, return several more times to read more new messages and respond where appropriate. You will be assessed based on the following rubric.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Major Post /10	The post is insightful and pertinent, demonstrating a deep and original understanding of the topic. Arguments are strongly supported by the readings, other research and prior learning/ experience, offering unique perspectives and advanced connections to broader concepts.	The post is thoughtful showing depth of thought and critical reflection; arguments are well supported by thoughtful connection to readings, other research and prior learning/experience.	The post insight and critical reflection; most arguments supported by connection to the readings and some other research and prior learning/ experience.	The post shows some insight and evidence of connection to the readings or prior learning/experience but limited to outside research; attempts made to think critically.	The post shows limited to no depth or insight, no evidence of critical thinking; few or no attempts made to connect this article to other research or to prior learning/ experience.
Follow-Up/Minor Posts /10	Demonstrates a sophisticated analysis of others' posts. Challenges previous posts, proposing new directions for discussion and thoughtfully considering differing viewpoints.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	Elaborates on existing posts with further comment or observation.	Posts demonstrate a contribution to discussion (e.g., agrees or disagrees); attempts to enrich discussion.	Posts no follow-up responses to others OR posts information that is off-topic, incorrect, or irrelevant to discussion, OR may not add to the discussion.
Clarity and Style /5	Posts are presented in a highly organized and accessible manner, with arguments detailed clearly and highly supported by research; references used are consistently and correctly cited according to APA.	Posts are presented in a clearly designed and well-organized manner, with arguments supported by relevant research; references used are correctly cited according to APA.	Posts are presented in a manner that is clear and easy to follow. Arguments are supported by research. References use APA, however minor errors are present.	Posts are presented in a manner that is clear, and arguments are sometimes supported with research. Use of APA may be incorrect and/or inconsistent	Posts are presented in an unclear, disorganized manner, with arguments remaining unclear and unsupported. APA style is not used in referencing or if used consists of various errors.

2. LEARNING TASK 2: Moderating Weekly Discussions – DUE: As Assigned – 15% of course mark

Students are expected to moderate weekly discussions once throughout the semester. The moderator should be the first to post their reflection (by Monday midnight) to the assigned readings during the week they are moderating. This first post should be a **substantive one (400 words)** summarizing key points from one or more course readings/resources and articulating moderator’s personal teaching/learning experiences as well as their critical insights into the various aspects of the readings. The moderator should **end their first post with a question or questions** for others to respond to.

Moderators should respond frequently to other participants (**minimum to five class participants over the week**) in order to maintain an active and engaging discussion.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Insights & Critical Reflection /10	The post demonstrates a thorough and insightful understanding of the topics, including deep personal reflection, critical analysis, and meaningful engagement with the course readings. Insightful connections to broader course themes are made.	The post demonstrates a comprehensive understanding of the topics, incorporating thoughtful personal reflection, critical analysis, and clear engagement with the course readings. Strong connections to broader course themes are made.	The post demonstrates a clear understanding of the topics incorporating personal reflection and critical analysis. Connections to the broader course themes are made.	The post demonstrates an understanding of the topics. Personal reflection and critical analysis may not be present, and if present - not developed. Some connection to the broader course themes may be demonstrated.	The post is underdeveloped, off-topic, or lacks depth. Minimal or no critical analysis or personal reflection. No connection to the broader course themes is evident.
Engagement /10	The post offers highly engaging, open-ended questions that inspire deep discussion for classmates. Responds thoughtfully to at least five participants, fostering meaningful and sustained engagement. Responses are constructive and deepen the conversation.	The post offers meaningful, open-ended questions that encourage further discussion for classmates. Responds to at least five participants fostering meaningful engagement. Responses are constructive and add to the conversation.	The post offers questions to engage discussion from classmates. Responds to at least five participants with relevant engagement. Responses add to the conversation.	The questions offered in the post are simplistic and may solicit minimal discussion from classmates. Responds to fewer than five participants or provides responses that are brief and do not fully engage others in discussion.	Questions are missing, irrelevant, or too simplistic. Responds to fewer than five participants and/or does not respond. If responding, does not engage meaningfully with others in discussion.

Clarity & Organization /5	Post is exceptionally clear, well-organized, and free from grammatical errors. Ideas are well crafted and designed to guide the reader through the writer's ideas.	Post is clear and well-organized and free from grammatical errors. Ideas are well organized and easy to follow.	Post is clear but may have some grammatical errors, however these do not detract from the clarity of the response. The organization of ideas is generally easy to follow.	Post is generally clear and organized, however clarity may falter at times. Grammatical issues may affect comprehension.	Post is unclear, poorly organized, or contains numerous errors, making it difficult to understand.
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3. LEARNING TASK 3: Phonetics Program Exploration - DUE: Feb 16, 2024 – 20% of course mark

Many programs have been developed to assist young children with learning how to write. For this assignment, you will choose one of the below programs and summarize its key features and usefulness for working with children or youth. You will work in groups of 3-4 people. If you are having problems finding a group, or if your group is not working well together, you must let the instructor know NO LATER than January 18, 2025.

Writing Program Choices:

- Lucy Calkins (Writing Pathways/Writing Workshops)
- Miriam Trehearne (Multiple Paths to Literacy)
- Turtle Island Voices
- Google Read & Write (including apps and extensions)
- Empowering Writers
- Levelled Literacy
- Handwriting without Tears

Your final product should provide all of the following information:

1. A detailed summary of how the program is set up including details of cost to schools/teachers, provision of professional development, and daily schedule of activities (how the program looks in a classroom).
2. Who (i.e. which students) benefits the most from using this program and when this program should be used (i.e. ages/developmental stages/grades).
3. How this program relates to your group's understanding of how literacy is acquired (i.e. the Four Resources Model).

The final submission could take the form of a group essay/paper (2-3 pages maximum length), a web page, a PowerPoint (10-15 slides) presentation, or other mutually agreed upon medium between instructor and student(s). See the below rubric for other grading criteria. You should use the **Four Resources Model by Luke and Freebody (1990) as your theoretical framework**. Your submission should show evidence of research beyond course materials and beyond the writing program's own presented benefits. Have other academic researchers provided evidence to support the use of this writing program?

You will upload a copy of your final product to the appropriate D2L discussion board for discussion. Your submission should include a References page formatted according to APA 7th Edition standards.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #3

	Outstanding	Excellent	Good	Satisfactory	Does not meet Criteria
Program Overview /10	The summary of the writing program provides a rich and insightful overview of the features, researchers, and main theories associated with the writing program. The summary provides insightful commentary about the usefulness and appropriateness of the writing program. The choice of presentation is very well-suited to provide the information.	The summary of the writing program provides a thorough overview of the features, researchers, and main theories associated with the writing program. The summary provides useful commentary about the appropriateness of the writing program. The choice of presentation is well-suited to provide the information.	The summary of the writing program provides an overview of the features, researchers, and main theories associated with the writing program. The summary provides some commentary about the appropriateness of the writing program. The choice of presentation suits the information provided.	The summary of the writing program provides a basic overview of the features, researchers, and main theories associated with the writing program with some elements possibly missing. The summary provides limited commentary about the appropriateness of the writing program. The choice for presentation marginally suits the information provided, resulting in a summary lacking in detail.	The summary does not provide an overview of the writing program or does so in a manner that is superficial or inaccurate. The choice of the presentation of the information is not appropriate.
Evidence of Research /10	Precise and accurate evidence is presented about the writing program beyond the program's own research. Substantial class resources, discussions, and other materials are intentionally used as support or evidence of the program's usefulness. Several well-selected credible sources are included as evidence. The Four Resources Model is strategically used as a theoretical framework to discuss this program demonstrating a thorough and robust understanding of the model.	Accurate evidence is presented about the writing program beyond the program's own research. Class resources, discussions, and other materials are used as support or evidence of program's usefulness. Several credible sources are included as evidence. A strong understanding of the Four Resources Model is evident.	Evidence is presented about the writing program beyond the program's own research. Evidence of class resources, discussions, personal experience, and other materials are evident and used as support or evidence of program's usefulness. Credible sources are included as evidence, but submission relies heavily on course materials. An understanding of the Four Resources Model is evident.	Evidence is presented about the writing program but relies heavily on the program's own or suggested research. Some class resources, personal experience, discussions, and other materials are used as support or evidence of the program's usefulness. Few credible sources are included as evidence, and the submission relies heavily on course materials or personal experience. A beginning understanding of the Four Resources Model is evident, but more research is necessary.	Evidence presented is inaccurate or superficial and research is not evident. Class resources and personal discussions are superficial or not evident and the usefulness of the program is not noted. Limited to no understanding of the Four Resources Model is present.

Audience /5	Submission precisely and concisely summarizes the audience for this writing program. It suggests several specific possible uses for this program and identifies who would benefit from using it.	Submission very accurately and summarizes the audience for this writing program. It suggests several possible uses for this program and identifies who would benefit from using it.	Submission accurately summarizes the audience for this writing program. It suggests a selection of uses for this program and identifies who would benefit from using it.	Submission summarizes the audience for this writing program. It suggests a selection of uses for this program and identifies a limited audience of users.	The submission does not summarize or does so superficially or inaccurately. A selection of uses is not provided.
Shared /5	The final summary is submitted to D2L in a timely manner and generates interesting discussion and feedback from peers in class.	The final summary is submitted to D2L in a timely manner and generates discussion and feedback from peers in class.	The final summary is submitted to D2L right on time but still generates some discussion and feedback from peers in class.	Final summary is submitted to D2L right on time and generated limited discussion and feedback from peers in class.	The final summary is submitted to D2L late and generated limited to no discussion and feedback from peers in class.
Conventions of Language /5	Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. In-text citation makes information sources clear and easily retrieved. APA formatting is used to cite sources with no errors.	Language (written or otherwise) is clear and accurate with few grammar, punctuation or spelling mistakes. In-text citation is well-used to indicate the source of information provided. APA formatting is used to cite sources with minor errors that do not interfere with ability to locate information.	Language (written or otherwise) is clear but contains some grammar, punctuation or spelling mistakes that occasionally but do not impede reader comprehension. In-text citation is used. APA formatting is used to cite sources with some errors but locating sources is still possible.	Language (written or otherwise) is somewhat clear, but grammar, punctuation or spelling mistakes may impede reader comprehension at times. In-text citation is used incorrectly or not at all, making source of information unclear. APA formatting is used to cite sources with several errors that make locating sources difficult.	Language (written or otherwise) is unclear, grammar, punctuation or spelling mistakes impede reader comprehension. In-text citation may not be present or if present is incorrect making source of information unclear. APA formatting is not used Or used inaccurately to cite sources making locating sources difficult.

4. LEARNING TASK 4: Mentor Task Development - DUE: March 30, 2025 – 20% of Course Mark

Using one of the novels listed under Required Readings, find several mentor sentences and paragraphs to exemplify excellent use of the six sections of *Eats, Shoots and Leaves* by Lynne Truss.

Discuss, in a well-written paragraph, why you chose each mentor sentence as an example of the grammatical convention explained by Lynne Truss. Why did the sentence stand out as you read the mentor text? Which convention did it use the best? What misunderstandings could result had the author not used the grammatical convention well?

Your response should be 3-6 pages in length, double-spaced, and written in 12-point Times/New Roman font with one-inch page margins. Each paragraph should be concise and well-written, justifying

the mentor text that you chose. You should use APA 7th Edition formatting and properly cite the sentences and the textbook.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #4

	Outstanding	Excellent	Good	Satisfactory	Does not meet Criteria
Content /10	The mentor texts align <i>exceptionally</i> well with the grammatical convention described by Truss, showing a <i>profound</i> understanding of the purpose and use of grammatical conventions for <i>clear and effective</i> communication. The paragraph <i>thoroughly</i> explains why the chosen sentence is an <i>outstanding</i> example.	The mentor texts align <i>very well</i> with the grammatical convention described by Truss, showing a <i>strong</i> understanding of the purpose and use of grammatical conventions for communication. The paragraph <i>clearly</i> explains why the chosen sentence is an <i>excellent</i> example.	The mentor texts align <i>adequately</i> with the grammatical convention described by Truss, showing a <i>solid</i> understanding of the purpose and use of grammatical conventions for communication. The paragraph <i>adequately</i> explains why the chosen sentence is a <i>good</i> example.	The mentor texts align with the grammatical convention described by Truss, showing an understanding of the grammatical convention. The paragraph <i>summarizes</i> why the sentence is an example, but the explanation lacks <i>depth</i> or detailed analysis.	The mentor texts <i>loosely</i> align with the grammatical convention described by Truss, showing a <i>limited or marginal</i> understanding of the grammatical convention. The paragraph <i>briefly</i> summarizes the information but lacks a <i>meaningful</i> explanation or analysis.
Analysis & Depth /10	The analysis is <i>detailed, insightful,</i> and reveals a <i>deep</i> understanding of grammatical conventions and their <i>nuanced</i> application. It provides a <i>thorough</i> exploration of how the grammatical convention enhances communication.	The analysis is <i>clear, well-developed,</i> and demonstrates a <i>strong</i> understanding of grammatical conventions and their <i>intentional</i> use. It explains how the grammatical convention contributes to effective communication with <i>good</i> clarity.	The analysis is <i>solid</i> showing an understanding of grammatical conventions. The analysis explains the basic purpose of the grammatical convention.	The analysis is <i>limited or brief,</i> showing a <i>basic</i> understanding of grammatical conventions. The response <i>summarizes</i> the purpose but does not offer deep insights into its application or significance for clear communication.	The analysis is <i>minimal, vague, or underdeveloped,</i> showing a <i>marginal</i> understanding of grammatical conventions. The response <i>fails</i> to provide meaningful analysis or depth, offering only a <i>surface-level</i> explanation.
Composition /5	The response stays <i>precisely</i> within the expected page length. The mentor sentences are <i>quoted accurately,</i> without error. The writing is <i>concise, coherent,</i> and <i>flows seamlessly,</i> discussing the	The response stays <i>mostly</i> within the expected page length. The writing is <i>clear and concise</i> as it discusses the mentor text. The mentor sentences are <i>quoted correctly.</i> No errors of grammar	The response is <i>slightly</i> too long or too short. The writing is <i>clear.</i> The mentor sentences are quoted with <i>minor</i> transcription errors. Some errors of grammar or spelling are present. Citation follows APA	The response is either <i>too long or too short</i> for the assignment. The writing is <i>sometimes unclear.</i> The mentor sentences are quoted with transcription errors. Some errors of grammar or spelling are present. Citation	The response is <i>too short,</i> and the writing is <i>imprecise, wordy,</i> and <i>unclear.</i> The mentor sentences are quoted with <i>avoidable</i> transcription errors. Various errors of grammar or spelling are present. Citation does not follow APA

	mentor text with <i>clarity</i> and <i>precision</i> . No errors of grammar or spelling are present. Citation demonstrates mastery of APA standards.	or spelling are present. Citation follows APA standards.	standards but with <i>few</i> errors that do not hinder the ability to find the source.	loosely follows APA standards, and errors may cause some challenges to finding sources.	OR loosely follows APA standards but with <i>significant</i> errors that make it difficult to locate the source.
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5. LEARNING TASK 5: Discussion Post Revision & Reflection DUE: April 13 by 11:59 pm – 20% of Course Mark

For this assignment, students will choose a discussion post from either this course, or a previous online course related to literacy instruction, and revise it thoroughly to reflect updated knowledge of writing conventions.

The revised discussion post should include new or updated knowledge that you have gained through participating in this course. As a result of furthering your own knowledge, you should also revisit your References page and update it accordingly. You should submit an unchanged copy of your discussion post as it appeared in its first iteration to show your editing.

As you complete your revision, keep careful note of the changes that you made through Track Changes or photos/screenshots of written revisions.

Consider the following questions as you work on your revision:

- Were you correcting grammatical errors, spelling, or information?
- What changed the most as you revised your earlier post?
- What did you notice initially when you read your earlier writing?
- How did the responses from others in the discussion influence your perception of your earlier post?

From these notes, write a two-page reflection on the changes that you noticed in your writing. Use course readings and your knowledge of mentor texts to support your reflection. Your submission should follow APA 7th Edition standards.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #5

	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Revision of Earlier Post	Editing is <i>exceptionally clear, accurate, and insightful</i> , with a detailed comparison	Editing is <i>clear and thoughtful</i> , directly related to course learning. The editing reveals	Editing is <i>clearly labeled</i> and related to course learning. The editing shows <i>solid</i> progress in the	Editing is related to course learning. Several errors remain uncorrected. The	Editing is <i>superficial</i> , with many significant errors remaining uncorrected. There is little connection to

	between the original and revised posts. The editing reflects a <i>deeper</i> understanding of the topic and demonstrates an <i>outstanding</i> ability to notice and correct errors of expression and style.	a <i>strong</i> understanding of both the topic and the student's ability to correct their own errors of expression, with notable improvements.	student's understanding of the topic and an increased ability to notice and correct errors of expression.	editing reveals progress in the student's understanding of the topic, with change in the ability to notice and correct errors of expression.	course learning, and the student shows <i>minimal</i> awareness of their errors of expression or the overall topic.
Reflection	The reflection is <i>insightful, thoughtful,</i> and thoroughly analyzes the student's growth as a writer. It integrates knowledge from course materials, discussions, Zoom sessions, personal experience, and external research.	The reflection is <i>thoughtful</i> and provides valuable insight into the student's understanding of themselves as a writer and writing as a process. It draws on course materials, discussions, Zoom sessions, personal experience, and some external research.	The reflection is <i>solid</i> in its analysis of the student's growth as a writer. It summarizes the editing process but provides insight into the writing process. References to course materials, discussions, and external research are noted.	The reflection summarized the editing process analyzing the student's growth. It relies primarily on personal experience, with some reference to course materials, discussions, or external research.	The reflection <i>lacks analysis</i> and merely summarizes the editing process. It primarily references personal experience with little to no connection to course materials, discussions, or external research.
Conventions of Writing	Both the revised post and reflection are <i>exceptionally</i> clear, with <i>no errors</i> in grammar, spelling, or APA referencing. Standards are <i>met flawlessly</i> , ensuring that the original sources are easy to retrieve.	Both the revised post and reflection are <i>well-written</i> , with <i>no errors</i> in grammar, spelling, or APA referencing.	Both the revised post and reflection are <i>mostly</i> well-written but contain minor grammatical or spelling errors. APA referencing is <i>followed</i> but contains errors.	Both the revised post and reflection have grammatical or spelling errors. The APA referencing is <i>inconsistent</i> and may cause difficulty in retrieving original sources.	Both the revised post and reflection contain <i>multiple</i> major and repeated grammatical or spelling errors. APA referencing is <i>loosely</i> followed, with significant errors that make retrieving original sources difficult.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of

being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. Instructors can add penalties for late assignments here. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: [UNIVERSITY OF CALGARY GRADING SYSTEM](#)

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	

B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research

Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see:

<https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.