

Ministry of Higher Education and Scientific Research

General Directorate of Education and Training
Directorate of Education in the First and Second Cycles
Sub-Directorate of Higher Schools

Educational Course Program for Students of Teacher Training Schools and Their Affiliates

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 1
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Writing Techniques 1		3	0	3	4hour30mn
Targeted capabilities and/or competencies (learning objectives): <ul style="list-style-type: none">— Develop a solid understanding of basic writing principles, including grammar, punctuation, and sentence structure.— Enhance skills in organizing and structuring ideas for effective written communication.— Improve critical thinking and analytical skills through the exploration of different writing genres and styles.					
Expected values and behaviors: <ul style="list-style-type: none">— Cultivate learners’ self-reflection and revision techniques to improve the quality of written work.— Gain practical experience in assessment by providing constructive feedback and peer editing.— Foster an appreciation for the writing process and its significance in personal and professional growth.					
Necessary prerequisites: <p>Students should have at least three of the following skills as prerequisites:</p>					

- Understand the English Language.
- Writing clearly.
- Familiarity with sentence structure in English.
- Ability to form simple sentences in English.
- Familiarity with English grammar, punctuation, capitalization, and spelling.

Forms of evaluating the achievement of goals:

1. Formative assessment

In writing, teachers can follow their students' progress throughout the year and provide them with constructive feedback. The formative assessment enables students to improve and refine their writing skills, correcting mistakes before the final exam. We suggest that this form of assessment will be involved at the end of each unit; hence, teachers are required to assess and test their students' understanding of the writing process and techniques.

2. Summative assessment

Final exam 1 for the First term and final exam 2 for the Second term.

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
<p>1. Academic Writing: Introduction to Academic Writing</p> <ul style="list-style-type: none"> — An Overview of Academic Writing — What is academic writing? — Features of Academic Writing — Introduction to key writing concepts and process. — Reader's expectations <p>Understanding the basics of Academic writing is important for future teachers. The field of Education necessitates a mastery of</p>	<p>Unit 1: Sentence Structure</p> <ul style="list-style-type: none"> — Parts of speech and sentence components. — Types of constructions: Phrase, Clause, and Sentence. — Sentence Types (simple, Compound, Complex, and Compound complex) — Subordination and Coordination (review coordination FANBOYS) — Sentence Problems: Sentence fragments, comma splice, run-on sentences, — stringy sentences, and parallel structure. <p>Tasks: teacher can ask students to:</p>	<p>Semester 1 13 weeks 58,5 hours</p>

<p>the basics of writing, as teachers are required to provide credible and well-structured writing for their students. ENSB future teachers are also required to produce academic works such as reports, lesson plans, and essays that reflect their educational knowledge and pedagogy. Also, understanding academic writing helps teachers in effectively evaluating students' writings. Academic writing features are: formal tone without contractions, an organized structure, well-supported ideas, objectivity, analytical tone, and presence of a thesis.</p> <p>2. Language and Style in Academic Writing</p> <ul style="list-style-type: none"> — Formal and informal writing: — The specific characteristics of (lexis, contractions, sentence structure) with illustrations and practice activities. <p>Academic writing is a formal and structured form of writing used in professional educational settings such as universities. As future teachers, our students should develop an understanding of the formal language used in academic settings. This formal or standard English is distinguished by</p>	<ul style="list-style-type: none"> — Identify sentence types. — Reorganize and correct fragments and run-on sentences. — Develop their own sentences. — Give students 2-3 ideas (simple sentences) and ask them to combine them to form compound sentences/ complex sentences. — Give sentences with problems and ask students to identify the problem and correct it. <p>Unit 2: From Sentence Writing to Paragraph Writing</p> <p>Part 1: Paragraph Development and Organization</p> <ol style="list-style-type: none"> 1. Introduction to paragraphs and topic sentences (Indentation and topic sentence <ol style="list-style-type: none"> a. Features of a good topic sentence) 2. Supporting details, examples, and transitions (Clarity and illustration) <ul style="list-style-type: none"> — Paragraph transition, unity, cohesion, and coherence <p>Tasks:</p> <ul style="list-style-type: none"> — Teacher guides students to write a paragraph: The teacher can provide the topic sentence for the students, they do a 	
---	--	--

<p>its organized sentence structure, objectivity, and avoidance of colloquial vocabulary. Informal English, however, is characterized by nonstandard English structures, colloquial terms, and unstructured sentences.</p> <p>Tasks:</p> <p>Comparison of formal and informal texts. The teachers will provide two texts, one formal and one informal, preferably on the same topic, and ask students to identify the differences.</p> <ol style="list-style-type: none"> 1. Capitalization and Punctuation are fundamental parts for students’ academic and formal writing skills. Their importance rises in the clarity and readability they provide to written works. The sentence structure and formality are based on them. <p>Tasks:</p> <p>Teachers prepare sentences and passages without capitalization, and students correct them. Similarly, the teacher can provide a paragraph without punctuation and ask students to punctuate it. Also, students could be asked to find punctuation errors within a text and set punctuation and capitalization rules.</p>	<p>collective brainstorming of the supporting ideas and details, and they end up with a concluding sentence.</p> <ul style="list-style-type: none"> — Teacher can bring a model paragraph and ask learners to deconstruct its components and then write a paragraph that follows similar structure. — Teacher gives students a number of sentences and asks them to organize them into a coherent paragraph. <p>Part 2: The Process of Writing</p> <p>Teaching the process of writing includes presenting several stages that allow students to develop their ideas, organize them, and refine their written work into a well-structured piece of writing. The following points presents the key stages of writing:</p> <ol style="list-style-type: none"> 1. Prewriting: <p>This stage is the founding stage of the writing process. Since it helps students to generate ideas and organize them before they start drafting. It involves two main steps:</p> <ol style="list-style-type: none"> a. Brainstorming: it encourages jotting idea. Teacher can teach different brainstorming techniques like mind mapping, listing, or clustering. b. Planning/ Outlining: teacher introduces basic structures or other forms of organization like chronological order, vertical list, and tree diagram. <p>Aim: The prewriting stage serves for preparation since it allows students to organize their ideas before drafting them on paper.</p>	
--	--	--

Tasks: Teacher can ask students to:

- Create an outline for a short paragraph or story.
- Jot down main ideas and supporting details for a topic.

2. Drafting:

students learn how to turn their ideas into a tangible form.

Aim: Putting the brainstormed and outlined ideas onto paper

Tasks: teacher can ask students to write:

- A draft based on their outline; this is an opportunity for students to explore their ideas.
- Group work writing: each student drafts a part and then assemble them for revision.

3. Post Writing (Revising):

at this stage, students are required to refine the content and structure of their drafts. Teacher's feedback has to help students to improve their writing, make it clearer, and well-organized.

Tasks: Teachers can provide the following tasks:

- Ask students to rewrite their peers' drafts.
- Students exchange drafts and give feedback using a checklist on the elements of the paragraph (topic sentence, supporting ideas and concluding sentence)

Unit 3: The Writing Process in Paragraph Writing

Case of: Narrative paragraph

4. Organization and outlining
5. Time Order Signals / Tenses
6. Topic sentence for narrative paragraph
7. Supporting Sentences for a Narrative Paragraph
8. Concluding sentence
9. Cohesion and coherence

Tasks: Teachers can provide the prompt and ask students to write a narrative paragraph.

Unit 4: The Writing Process in Paragraph Writing

Case of: Descriptive paragraph

- Organization and Outlining
- Transitions/ Tenses
- Topic Sentences for Descriptive Paragraphs
- Supporting Sentences for Descriptive Paragraphs
- Concluding sentence
- Cohesion and coherence

Tasks: Teachers can provide the following task:

- Choose a place or a person and describe it. Focus on creating vivid imagery.

Exam of S1

List of References

1. The following references focus on paragraph writing, punctuation, capitalization, sentence structure, and grammar basics in academic writing contexts.
2. Azar, B. S., & Hagen, S. A. (2009). *Understanding and Using English Grammar* (4th ed.). Pearson Education.
3. Blanchard, K., & Root, C. (2003). *Ready To Write: A First Composition Text*. Pearson Education.
4. Birkenstein, C., & Graff, G. (2017). *They Say/I Say: The Moves That Matter in Academic Writing* (4th ed.). W. W. Norton & Company.
5. Crème, P., & Lea, M. R. (2017). *Writing at University: A Guide for Students* (Latest ed.). Oxford University Press.
6. Davis, J., & Liss, R. (2006). *Effective Academic Writing 3: The Essay*. Oxford University Press.
7. Dobrin, S. I. (2015). *Writing Situations*. Pearson Education.
8. Els, V., & Geyte, G. V. (2013). *Learn To Write Better Academic Essays*. Harper Collins.
9. Folse, K. S., Solomon, E. V., & Muchmore-Vokoun, D. (2014). *Great Writing 4: Great Essays* (4th Ed.). Sherrise Roehr.
10. Fawcett, S. (2011). *Evergreen: A Guide to Writing with Readings* (9th ed.). Wadsworth Cengage Learning.