

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: 2 |
| Module | Code | Coefficient | Lectures | TD | Weekly Hourly Volume |
| Writing Techniques 2 | | 3 | 0 | 3 | 4hour30mn |

Targeted capabilities and/or competencies (learning objectives):

- 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.
- Develop learners' ability to construct coherent paragraphs.
- Develop learners' knowledge of audience analysis to cater to specific writing contexts.
- Develop learners' rhetorical strategies to cater to specific writing contexts.

Expected values and behaviors:

- Cultivate 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:

Students should have at least three of the following skills as prerequisites:

- 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:

Summative assessment (final exam)

Formative assessment (at the end of each unit, teachers are required to assess and test their students' understanding)

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.

| Knowledge resources that feed into the targeted capabilities and/or competencies | Pedagogical guidelines for construction, anchoring, and formative assessment | Hourly volume |
|--|--|----------------------------------|
| <p>1.Textbooks and Academic Writing Guides:</p> <p>Using textbooks and academic writing guides or manuals is important since they provide instructions in writing techniques, grammar, form, structure, organization, and rhetoric.</p> | <p>Unit 5: The Writing Process in Paragraph Writing</p> <p>Case of: Comparison/Contrast Paragraph</p> <ul style="list-style-type: none">— Organization and Outlining:<ul style="list-style-type: none">○ Block Organization○ Point-by-Point Organization— Comparison/Contrast Signals— Topic sentence for Comparison/Contrast paragraph | <p>13 weeks</p> <p>58,5hours</p> |

2.Paraphrasing and Summarizing:

They are essential academic skills that future teachers should master as they help them rewrite scholarly and educational content in their own words. Paraphrasing is rewriting a sentence or a paragraph in one's own words, respecting the length of the original. This skill promotes students' understanding, makes them use their own words, and use dictionaries, which will improve their vocabulary. On the other hand, summarizing involves condensing long texts, as students will be required to distill lengthy texts into essential content and ideas. It aims to highlight key points and ideas in brief.

Mastering these skills will help students avoid plagiarism and write academically.

- Supporting Sentences for Comparison/Contrast paragraph
- Concluding sentence
- Cohesion and coherence
 - **Tasks:** Teachers can provide the following tasks:
- Write a comparison and contrast paragraph using the **Block Method**.
- Write a comparison and contrast paragraph using the **point-by-point Method**.
- Practice on transitional signals and Comparison/Contrast Signals.

3. Peer Reviewing:

This strategy is helpful as it makes students reflect on their peers' writings and prepares them for their future job as teachers. Students have to exchange papers and use an evaluation checklist to evaluate their peers' writing. This checklist may contain questions as: Is the paragraph formal? Does it have a topic sentence? Does it have a concluding sentence? Is it well supported? The purpose behind it is to reflect on writing, revise peers' work, and provide feedback.

4. Teachers' Feedback:

Teachers' feedback has to be constructive, encouraging students to develop their ideas with details and illustrations. For example, the writing teacher has to clarify to students that their ideas have to be consistent and relevant; hence, sentences as "exercising is beneficial" could be elaborated to "exercising is beneficial to health since it improves blood circulation." Writing teachers have to teach students how to elaborate ideas using illustrations, studies, and even statistics.

Unit 6: The Writing Process in Paragraph Writing

Case of: Opinion paragraph

- The difference between opinions and facts
- Controversial topics
- Developing arguments
- Using facts
- Acknowledging authority
 - **Tasks:** Teachers can provide the following tasks:
- Write an opinion paragraph about a current topic, and support your opinion with evidence or facts.
- Write an opinion paragraph addressing and countering an opposing viewpoint.

Unit 7: The Writing Process in Paragraph Writing

Case of: Process paragraph

- The different steps in a process
- Making the difference between the two types of process (how to process meant to give instructions

5. Ability to identify Paragraph problems:

The teacher exposes some problems that students encounter in their writing of paragraphs. As Examples, a teacher can deal with wordiness, redundancy, word choice, parallelism, and sentence opening. Solving these problems will help students to write better.

Tasks: The Teacher can ask students to

- **On wordiness:** Review a paragraph and identify words or phrases that repeat the same meaning. After that, they have to remove them and reorganize the paragraph.
- Work on passive voice sentences and active voice.

Choose a text of 100-words, then ask students to revise it to 50 words, and then to 25 words. Students will be selective with their language and eliminate wordiness

for the reader to reproduce a process like repairing a bike and information process that allows the reader to learn about some processes like natural phenomena.

- Ordering the steps logically
- Describing steps
- Using details

Tasks: Teachers can provide the following tasks:

- Write a process paragraph about a relevant topic, and explain each step using logic and related details.
- Write a process paragraph helping the reader to complete a task or understand how a given process functions.

Unit 8: The Writing Process in Paragraph Writing

Case of: Classification paragraph

- Using logical division of ideas to develop categories based on specific principles
- Creating categories by putting items with similar features together, like types of services, customers and products.
- Using adjective to describe the features of each category
- Describing categories
- Describing the logic behind the categories

Tasks: Teachers can provide the following tasks:

- Write a classification paragraph about a relevant topic, and explain each category using logic and related details.
- Write a classification paragraph based on clear principles like price, hobbies, income, and convenience.

Unit 9: The Writing Process in Paragraph Writing

Case of: Definition paragraph

- Using logic and knowledge to explain and define a complex concept in a simple way using relevant vocabulary related to the topic like anxiety, inflation and innovation.
- Using the different ways to define complex concepts like synonyms, antonyms and categories.
- Using topic related vocabulary

Tasks: Teachers can provide the following tasks:

- Write a definition paragraph about complex concepts using specific vocabulary and details.

Write a definition paragraph using synonyms, antonyms, or classification to explain complex concepts to the reader using domain specific vocabulary (jargon).

Exam of S2

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.