



## Course Number and Title: IDT G18 Teaching and Assessing Writing

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2018-52

**Prerequisite:**

None

**Co-Requisites:**

None

**Course Credits and Hours:**

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course prepares educators to support the student writing process in courses other than English. Participants examine the value of writing across disciplines, create writing assignments, and curate resources for student writers. Evaluation and assessment techniques for student writing are also explored.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

none

**Schedule Type:**

Classroom Course

Video Conferencing

Hybrid Course

Online Course

**Disclaimer:**

none

**Core Course Performance Objectives (CCPOs):**

1. Develop a writing instruction philosophy. (CCC 1, 3; PGC 1, 2, 4)
2. Evaluate a variety of strategies for assessing student writing. (CCC 1, 2, 5; PGC 1, 4)
3. Curate a bank of writing resources to support students. (CCC 2, 3, 4, 5; PGC 3, 5)
4. Integrate writing instruction within a lesson. (CCC 1, 2; PGC 1, 3, 6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Develop a writing instruction philosophy.
  1. Reflect on past experiences with student writing.
  2. Discuss the role of English courses in preparing student writers.
  3. Discuss the role of the academic programs in preparing student writers.
  4. Describe the use and role of writing instruction across disciplines.
2. Evaluate a variety of strategies for assessing student writing.
  1. Discuss reasonable expectations for student writing.
  2. Identify a variety of effective assessments for the writing process.
  3. Identify common errors in writing assessments.
  4. Create a rubric for a writing assignment.
3. Curate a bank of writing resources to support students.
  1. Identify the challenges that student writers face.
  2. Locate student resources to address writing challenges.
  3. Locate student resources to address research challenges.
  4. Evaluate the effectiveness of student writing and research resources.
  5. Use appropriate resources to support student writers.
4. Integrate writing instruction within a lesson.
  1. Discuss how various writing genres can be applied to other disciplines.
  2. Identify learning objectives that can be assessed through writing.
  3. Choose writing styles appropriate for a specific lesson plan.
  4. Use models, rubrics, and assignment instructions to communicate clear expectations to students.
  5. Create writing activities that support instruction and assessment of learning objectives.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative Assessments	85%
Formative Assessments	15%
TOTAL	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.