

Course Title	Academic Writing for Instruction		Instructor	Sugene Kim
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Class Style	Interactive Lecture		Office Hours	11am–1pm on Monday & Tuesday (Office 1-202)
Track	TC		Mode of Instruction	Solo
Credits	2		Allocated Year	Year 2
Active Learning	2.6 Peer teaching 3.1 Written peer review of written work 4.9 Group work on questions 4.11 Oral peer review of written work		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	Introduction to Writing Instruction: What Makes Writing Effective? Introduction to the course and key issues in writing instruction. Students reflect on their own experiences of learning to write and discuss what makes writing effective.	Write a short reflection on your experience of learning English writing and identify one aspect of writing that you found particularly difficult to learn.	
	2	Writing in the Japanese Course of Study Students examine writing-related expectations in the Japanese Course of Study (学習指導要領) and consider how they can be translated into classroom writing activities.	Select one writing-related expectation from the Japanese Course of Study and develop a simple writing activity that addresses it.	
	3	Approaches to Teaching Writing Students examine process and product approaches to writing instruction and consider how each approach can be used in secondary school English classrooms.	Choose a writing task and outline how you would teach it using either a process or product approach.	
	4	Guided Writing and Scaffolding Students examine ways of supporting learners during writing and explore how scaffolding can be gradually reduced as learners become more independent.	Develop a guided writing activity for junior or senior high school students.	
	5	Teaching Paragraph Writing Students examine how paragraphs are organized and explore ways of helping secondary school learners develop and organize their ideas.	Analyze a sample student paragraph and identify one area that could be improved.	
	6	Teaching Coherence and Cohesion Students examine how ideas are connected within a text and explore ways of teaching coherence and cohesion through classroom writing activities.	Revise a short student text to improve its coherence and prepare to explain the changes you made.	
	7	Writing for Different Purposes Students examine how purpose and audience influence writing and consider how writing tasks can be designed for different communicative situations.	Design a writing task for secondary school learners with a clearly defined purpose and audience.	
	8	Midterm Examination		

	9	Responding to Student Writing Students examine different ways of responding to student writing and consider how teachers can provide selective and purposeful feedback.	Provide feedback on a sample student text and briefly explain your feedback decisions.
	10	Peer Feedback and Revision Students examine ways of using peer feedback in writing instruction and consider how learners can be supported in using feedback for revision.	Revise a short text based on peer feedback and briefly reflect on how the feedback influenced your revision.
	11	Designing Writing Activities Students examine the features of effective writing activities and adapt existing tasks for use with secondary school learners.	Select an existing writing activity and adapt it for a junior or senior high school English class.
	12	Planning a Writing Lesson Students develop a writing lesson for junior or senior high school learners, applying principles and teaching approaches introduced in the course. Class time is used to refine lesson plans and prepare for microteaching.	Finalize the lesson plan and prepare for microteaching.
	13	AI and Writing Instruction Students examine the use of generative AI and AI-assisted translation in writing and consider their implications for writing instruction.	Develop brief guidelines for the use of AI in a secondary school writing activity.
	14	Microteaching I Students conduct short writing lessons for their peers and receive feedback on their teaching.	Reflect on the microteaching sessions and prepare feedback for your peers.
	15	Microteaching II and Course Review Students complete their microteaching sessions. The course concludes with reflection on writing instruction and the teaching approaches explored throughout the semester.	
		FINAL EXAMINATION	
Grading	Midterm Examination 20% Final Examination 25% Microteaching 25% Assignments 30%		
Textbooks	No required textbook. Course materials and handouts will be provided by the instructor.		
References	Hyland, K. (2019). Second language writing (2nd ed.). Cambridge University Press. Hyland, K. (2022). Teaching and researching writing (4th ed.). Routledge. Japanese Course of Study (学習指導要領)		
NOTES	The use of AI tools like ChatGPT, Google Gemini, or Claude is not entirely prohibited. Students, however, must remember that these are primarily “tools”, as with any kind of tools, they are to be used carefully and in a relevant manner. For instance, it can help you understand new terminologies or concepts, sort out your notes, or check if you interpreted an idea correctly. But, AI can also give out the wrong information. Reading and studying verified references can help solve this. If you must use AI, please discuss it with the course instructor. Students with special needs (including stress and anxiety problems) should talk with the course instructor to discuss arrangements to let them attend the course properly. Confidentiality will be granted to all students.		