

**Teaching Second Language Composition**  
**LING 5331**  
Course Syllabus Fall 2019

COURSE INFORMATION

**Days:** Monday & Wednesday

**Time:** 6:00-7:20 PM

**Location:** Physical Science 222A

Course meets August 26-December 5

INSTRUCTOR INFORMATION

**Instructor:** Dr. Sabrina Mossman

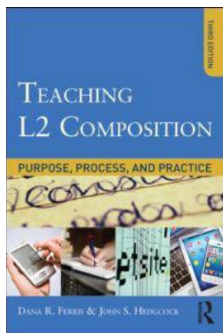
**Office:** LA 214

**Email:** samossman@utep.edu

**Office Hours:** MW 4:45-5:45 or by appointment

TEXTBOOK:

Ferris, D.R., & Hedgcock, J. (2014). *Teaching L2 Composition: Purpose, Process, and Practice*, 3<sup>rd</sup> Edition. New York:Routledge.



**ISBN-13:** 9780415894722

**DIGITAL ISBN-13:** 9781136696665

I will also assign several other readings about teaching grammar. These will be posted on Blackboard.

**Course description**

In this graduate seminar, prospective teachers reflect on a number of pertinent issues in teaching academic writing to linguistically and culturally diverse learners. Through a comprehensive overview of the research base in academic writing in the field of English as a Second Language (ESL), the members of the class explore the pedagogical implications of second language writing theories and research findings by engaging in critical reading and interactive discussions, individual and group projects, and reflective activities. Throughout the course, class participants are also challenged to reflect on their own writing experiences as teachers or students, and to critically analyze methodologies, techniques, materials, and assessment procedures that are commonly used in L2 writing classrooms.

## **Course objectives**

Participants will...

- a)... understand similarities and differences between first and second language composition.
- b) ...view second language composition from a theoretical and research perspective and gain knowledge of past and current pedagogical approaches in L2 composition.
- c)... get acquainted with different methodologies, practices, and techniques commonly used in teaching L2 composition and critically assess their effectiveness and appropriateness.
- d)... recognize the importance of individual, social, and contextual factors in the teaching of second language composition as well as their impact on instructional programs and materials, classroom practices, and development support services.
- d)... develop ways to evaluate different teaching activities and materials.
- e)... adopt a reflective perspective towards L2 teaching and professional development.

## **Course Assignments**

Weekly reading reflection 20% (10 x 2)

Project 1: TESOL Workshop Proposal 25%

Topic Synthesis 10%

Project 2: Writing Lesson 25%

Article Presentation 10%

ESOL lab tutoring / reflection paper 10%

## **Weekly reading reflection**

You will be expected to do all the readings before each class meeting. In addition, each week you should write a 500-600 word reflection on the reading. In your reflection, you should include: a) something new you learned from the readings; b) an insightful / intriguing quote from the text, c) a question regarding something that remains unclear or that you would like to know more about; d) a personal statement, opinion, or critique. You can use the guiding questions included in the chapters for inspiration. Note: You are allowed to skip one reading card during the semester. — due Sunday 9 pm

## **Project 1: TESOL Workshop Proposal**

As individuals or in pairs, you will design and develop a 1 hr 45 minute workshop that discusses a specific area or topic relevant to ESL teachers or second language composition teachers inspired/related to one of the chapters or themes in our class (e.g., “designing successful peer response activities”). Your project should include a written TESOL proposal following the guidelines provided by the TESOL International Association, as well as actual workshop materials and activities, evaluation tools, and list of references. Ideally you will have a proposal ready to be submitted to TESOL in the Spring when the Call for Papers opens for the 2021 convention, or to any of the regional TESOL conventions (TexTESOL, MexTESOL etc. <https://www.tesol.org/attend-and-learn/calendar-of-events>). More information will be provided in class, but general information about what the proposal should look like can be found here. <https://www.tesol.org/attend-and-learn/international-convention/tesol-2020-call-for-proposals>

## **TESOL International Association Workshop description:**

“Structured hands-on professional development activity tackling an issue or developing a specific teaching or research technique. Proposal should include session goals, a synopsis of the theoretical framework, and a description of

workshop tasks and procedures. The workshop should also provide interactive activities in which participants share information, participate in simulations, and/or create materials and action plans.”

### **Topic Synthesis**

For this project, you should choose a specific topic/area within the field of second language writing/composition and select 3-4 recent journal articles or book chapters (preferably published during the past five years) about that topic. After annotating these items, you will use the information collected to write a synthesis (3-4 pages) in which you demonstrate your familiarity with, and critical thinking on, the chosen topic. Your synthesis should be organized around key issues emerging from the literature. It should include a component that reflects your own critical thinking and assessment in terms of what is still unknown in this area and what needs to be done to advance the knowledge base. You need to decide on a topic within the first few weeks of the semester and send me a list of at least 8 references (indicating the ones to be annotated), for approval, by September 18th. The annotated bibliography and literature review/synthesis should be submitted in APA format. **Your synthesis topic may be related to your workshop topic, and you sources may overlap.**

Helpful Links:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

<https://research.ewu.edu/c.php?g=82207>

### **Project 2: Writing Lesson**

This is a materials development project. You need to create an instructional unit for an ESL writing textbook. The unit should cover 2 hours of instruction to achieve a specific set of writing objectives and for a particular target student population (age/level of proficiency). The project should have a thematic organization, and it should include a variety of writing activities. The materials should be designed as if they were part of a writing textbook for ESL students.

### **Article Presentation**

You will present a selected research article in the form of a 20/30-minute talk with a slide show (ppt, sway, or prezi) and handout followed by questions and discussion.

### **ESOL lab tutoring / reflection paper**

You will provide 3 hours of writing tutoring to ESOL students in the ESOL lab. The first hour you will observe one of the experienced TA tutors provide tutoring. For the other two hours you will provide the service independently. At the end of the semester, you will write a short reflection paper about your experience tutoring.

### **Grading System**

As stated in the UTEP catalog, credit is given in the Graduate School for the grades “A,” “B, and “C” only. Grades will be given according to the following system:

- A Excellent
- B Good
- C Sufficient
- F Failure

## **Course Policies and Expectations**

- You are expected to attend all class sessions. Regular attendance is important because class participants are expected to learn not only from readings and projects but also from class interaction, group collaboration, formal and informal discussions, and class presentations.
- If possible, absences should be notified to the instructor in advance. Absences due to medical reasons or emergencies need to be adequately justified or documented. One or two unexcused absences may affect the course grade by up to 10 points. Three or more unexcused absences may result in failure of the course. If absent, you are responsible for obtaining / learning about any materials, assignments, notices, etc., given / covered in class.
- Active discussion is key to the success of the course. You are expected to contribute to inclass discussion, bringing into class your own background and experience as teachers and learners. The outcome of the course will be excellent if everyone is involved and engaged in the classroom activities. Of course, this also entails completing and reflecting on the required readings and assignment before each class session.
- All assignments and project reports must be submitted on the due date. No late assignments are accepted (unless permission is given in advance, and this is a one-time only concession). Papers and reports should be typed (font 12, 1.5 spacing). Papers will be submitted electronically through Blackboard (not email) unless otherwise specified.
- A valid UTEP e-mail account is necessary to receive class announcements and to be able to access supplementary readings, guidelines, discussion groups, etc. through Blackboard (Online Course Management System).

## **Course evaluation**

Student evaluations provide important feedback to the instructor and they are essential for measuring teaching effectiveness in the profession. Chairs and Deans examine course evaluations every year in order to assess faculty performance, and committees at all levels of the university rely on evaluations in making decisions. Before the last week of classes, you will be asked to complete course evaluation forms, which are anonymous and confidential.

## **Instructional Accommodations Due to Disability**

In accordance with University policy, a student who needs special accommodations because of a documented sensory and/or learning disability (even if temporary) should contact the Center for Accommodations and Support Services (CASS), located in the East Union Bldg, Rm 106 (747-5148; [cass@utep.edu](mailto:cass@utep.edu)). After contacting CASS, please notify the instructor at the beginning of the semester to ensure provision of approved accommodations.

## **Academic Integrity**

Students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is subject to disciplinary action, according to university regulations. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission of any work or materials attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Note:

The syllabus provides a general plan for the course; modifications may be necessary and may be implemented as a result of administrative, academic, or pedagogical needs and demands.

### CALENDAR\*

WEEK	DATE	Topic/Readings	Assignments
1	M Aug 26	Introduction to the course/syllabus	
	W Aug 28	F & H Ch. 1 Concepts in Writing and Learning to Write in a Second Language	Review textbook, Blackboard, and syllabus for potential synthesis topics <b>Reflection on F &amp; H Ch. 1 due Sunday 1st</b>
2	M Sep 2	Labor Day—No class	Labor Day—No assignment
	W Sep 4	F & H Ch. 1 Concepts in Writing cont.	<b>Sign up for 3 hours of ESOL volunteer tutoring</b> <b>Reflection on F &amp; H Ch. 2 due Sunday the 8th</b>
3	M Sep 9	F & H Ch. 2 Student Populations and Instructional Contexts	
	W Sep 11		<b>Reflection on F &amp; H Ch. 3 due Sunday 15th</b>
4	M Sep 16	F & H Ch. 3 Composition Pedagogies: Theory, Principle, and Practice	
	W Sep 18		<b>Submit list of 8 references</b> <b>Reflection on F &amp; H Ch 4 due Sunday 22nd</b>
5	M Sep 23	F & H Ch. 4 Reading, Genre Awareness, and Task Design in the L2 Composition Course F & H Ch. 5 Course design and instructional planning for the L2 Writing Course	

	W Sep 25		Student article pres—(Huang, 2010) Reflection on F & H Ch. 5 due Sunday 29th
6	M Sep 30	F & H Ch. 4 Reading, Genre Awareness, and Task Design in the L2 Composition Course F & H Ch. 5 Course design and instructional planning for the L2 Writing Course	
	W Oct 2		Student article pres (Revesz, 2017) Reflection on F & H Ch. 7 due Sunday 6th
7	M Oct 7	F & H Ch. 7 Response to Student Writing: Issues and Options for Giving Student Feedback	
	W Oct 9		Student article pres (Kim & Bowles, 2019) Reflection on Hyland due Sunday 13th
8	M Oct 14	Hyland, (2019) pp. 188-195 Peer Feedback	Topic Synthesis due
	W Oct 16		Student article pres (Rollinson, 2005) Reflection on F & H Ch. 8 due Sunday 20th
9	M Oct 21	F & H Ch. 8 Improving Accuracy in Student Writing: Error Treatment in the composition class	
	W Oct 23		Student article pres (Beuningen, 2011) Reflection on F & H Ch. 6 due Sunday 27th
10	M Oct 28	F & H Ch. 6 Assessment	
	W Oct 30		Student article pres (Wolfersberger, 2013) Reflection on Hyland Ch. 6 due Sunday 3rd

11	M Nov 4	Hyland (2019) Ch. 6 Technology and Writing	
	W Nov 6		Student article pres (Hsu & Lo 2018)
12	M Nov 11	Conferencing & group feedback—lessons & workshop	
	W Nov 13	Conferencing & group feedback—lessons & workshop	Student article pres Godwin-Jones, R. (2018)
13	M Nov 18	TESOL Workshop presentations / Q + A & feedback	TESOL workshop proposal draft due
	W Nov 20	Conferencing & feedback— lessons	ESOL lab volunteer reflection due
14	M Nov 25	Conferencing & feedback— lessons	
	W Nov 27		TESOL workshop proposal final due
15	M Dec 2	Student Lesson Presentations + Q & A	Class Lesson presentation
	W Dec 4	Student Lesson Presentations + Q & A	Class Lesson presentation
Wednesday, December 11th 4 pm		<b>Class Lesson Due</b>	

\*Calendar is subject to change