

Teaching Second Language Composition
LING 5331 CRN 16682
Course Syllabus Fall 2023

COURSE INFORMATION

Days: Wednesdays

Time: 6:00-8:50 PM

Location: Classroom Building C304

INSTRUCTOR INFORMATION

Instructor: Dr. Sabrina Mossman

Office: Graham Hall 302

Email: samossman@utep.edu

Office Hours: MW 2:00-3:00 pm

Online by appointment—Online Office hours will take place over Zoom.
Instructions for online office hours will be provided on Blackboard.

TEXTBOOK:

Hyland, K. (2019). *Second Language Writing*, 2nd Edition. Cambridge University Press.



ISBN-13: 9781108456418

ISBN-10: 1108456413

Additional reading about teaching writing 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

Bi-Weekly reading reflection 20% (5 reflections x 4 points each)

Project 1: TESOL Workshop Proposal 20%

Project 2: Writing Lesson 20%

Article Presentation 20%

ESOL lab tutoring / reflection paper 10%

Extra Credit: up to 2%

Bi-Weekly reading reflection

You will be expected to do all the readings before each class meeting. Every other week you will write a 500-600 word reflection on the reading and post it to the blog. Each week the reflection will be assigned to half of the students in the class. We will follow up on these reflections in a class discussion at the next class meeting. A good reflection answers the question(s) thoughtfully and demonstrates that you read, understood, and were fully engaged with the text.

Project 1: TESOL Workshop Proposal

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. digital writing, interpersonal aspects of feedback, creating materials for the writing class etc). 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 2023 convention, or to any of the regional TESOL conventions (TexTESOL, MexTESOL, AZTesol 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/2022Proposals>

https://www.tesol.org/docs/default-source/tesol-convention/call-for-proposals-session-types.pdf?sfvrsn=147bfbd_2

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.”

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 and handout followed by questions and discussion. To help stimulate the discussion, you will provide discussion questions for your audience.

ESOL lab tutoring / reflection paper

This assignment is designed to give you some practical experience teaching writing to ESOL students through tutoring. You will provide 3 hours of writing tutoring to students enrolled in UTEP’s ESOL program. At the end of the semester, you will write a short reflection paper about your experience tutoring. More details about this assignment will be provided in class.

Extra Credit

There will be opportunities to obtain up to 2 extra credit point for participating in research. Alternative assignments will be available. More information will be provided on Blackboard.

Instructional Format

The first few weeks of the class will mostly involve reading, writing about, and discussing the material from the textbook, and these activities will continue through Week 10 of the course. Starting in Week 4, you will start to obtain some practical teaching experience through volunteer work in the ESOL tutoring lab. In addition to the reading the textbook, you will also be reading journal articles and you will give a presentation on one of the articles. From Week 6 to 11, we will have one or two student presentations in each class. The last few weeks of the course will be devoted to working on various class projects. These are the primary graded assignments for the course. Throughout the course you will be asked to interact with one another in pairs and groups. These activities are designed to give you hands-on experience, and they are generally practical and fun.

Technology Requirements

Much of the course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If these do not work or for other problems, contact the Utep help desk.

Helpdesk@utep.edu

You will need to have or have access to a computer/laptop, a scanner or camera, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, and something that allows you to view mp4 videos. You will also need to download Respondus Lockdown Browser—instructions for downloading will be provided on Blackboard. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

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).

Grading System

As stated in the UTEP catalog, grades for undergraduate courses are given according to the following system:

A	Excellent
B	Good
C	Average
D	Below average but passing
F	Failure

Grades are calculated as follows:

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

F= 0-59 points

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). 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.