

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT:** English and Philosophy

**COURSE PREFIX:** TSL    **COURSE NUMBER:** 605

**CREDIT HOURS:** 3

**I. Course Title:** Teaching ESL/EFL Writing

**II. Catalog Description:** Course will explore writing and the acquisition of writing skills in a second/foreign language with specific attention to methods and techniques for teaching writing to all levels of English language learners. Students will apply this knowledge through extensive writing and analysis of writing in order to improve their expertise and understanding of writing approaches.

**III. Course Objectives:** Students will be able to (*Coded for Kentucky Teacher Standards, KTS; TESOL Standards, TESOL*)

- A. distinguish between approaches to writing and identify the historical and philosophical factors in their development (KTS 1; TESOL 1);
- B. describe and create models of different genres of writing, including academic writing, extensive writing, and informal writing in ESL and EFL contexts (KTS 1, 2, 3; TESOL 1, 2, 3);
- C. analyze the writing of English-language learners and identify different areas of problems, including grammar and mechanics, meaning, register, organization, and rhetoric (KTS 1, 5; TESOL 1, 3);
- D. provide formative and summative feedback to different types of student writing (KTS 5; TESOL 4); and
- E. adapt and create instructional materials for all levels and types of ESL/EFL writing situations (KTS 3,6; TESOL 3, 4).

*The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.*

**IV. Content Outline:** The course will progress from the understanding of approaches and theories of second language writing and writing instruction to the application of those theories. Students will gain expertise in discussing writing, creating models for writing, providing feedback, and implementing instruction second and foreign language contexts.

**V. Instructional Activities:** The primary format of this course will be discussion and analysis in the context of developing student skills and understanding of writing for students of different proficiency levels and in different teaching contexts. Student work and assigned readings form the basis of each class meeting, so being prepared for class each week is crucial. Students should expect to do some sort of writing each week. There will be a major final project involving the creation of lessons in units for teaching second language writing.

**VI. Field, Clinical and/or Lab experience:** None

**VII. Texts & Resources:**

**Texts:**

American Psychological Association (2010). *Publication manual (6<sup>th</sup> ed.)*. Washington, DC: Author. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.)

Ferris, D., & Hedgcock, J. (2014). *Teaching L2 composition: Purpose, process, and practice*. New York: Routledge.

**Additional Readings:** All additional readings will be made available on Canvas.

Canagarajah, S. (2006). TESOL at forty. *TESOL Quarterly*, 40, 9-34.

Glassman, M. (2001). Dewey and Vygotsky: Society, experience, and inquiry in educational practice. *Educational Researcher*, 30(4), 3-14.

Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing* (2<sup>nd</sup> ed.) (preface). New York: W.W. Norton.

Gredler, M., & Shields, C., (2004). Does no one read Vygotsky's words? Commentary on Glassman. *Educational Researcher*, 33(2), 21-25.

Hyland, K. (2003). *Second Language Writing* (Chapter 6). Cambridge, UK: Cambridge University Press.

Kaplan, R. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20. Doi: 10.1111/j.1467-1770.1966.tb00804.

Kaplan, R., & Grabe, W. (2002). A modern history of written discourse analysis. *Journal of Second Language Writing*, 11, 191-223.

Mussman, D. (Ed.) (2013). *New ways in teaching writing*. Alexandria, VA: TESOL Inc. All websites are available on Canvas.

**VIII. Evaluation & Grading Procedures** Semester grades will be determined as follows:

Letter grades will be assigned according to the following scale:

- A = 100 – 90 pts.
- B = 89.9 – 80 pts.
- C = 79.9 – 70 pts.
- D = 69.9 – 60 pts.
- E = 59.9 – 0 pts.

**Course Requirements:**

**Percentage**

1) Preparation and Participation & Weekly tasks .....	<b>30%</b>
Includes but not limited to the following assignments:	
a) Response Papers	
b) Rubric	
c) Writing feedback/grading	
2) Dialogue Journal (15 entry minimum).....	<b>15%</b>
3) Mini-lesson design/demonstration .....	<b>15%</b>
4) Research Paper on writing theory/pedagogy .....	<b>20%</b>
5) Final Project.....	<b>20%</b>
<b>Total Percentage of Grade .....</b>	<b>100%</b>

**IX. Attendance Policy:** Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students cannot learn without consistent effort throughout the semester. Attendance will be expected in all sessions. Attendance will be taken and recorded in all class sessions. Your grade will be lowered if you have excessive absences. More than one absence is considered excessive. You cannot pass this course if you miss class three times. Exceptions may be made based on the current University policy. This policy is provided in the Murray State Bulletin at the following address:  
<http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

**X. Academic Honesty Policy:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. Non-discrimination Policy & Students with Disabilities:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).