

TSL 651- 02: Seminar in Teaching ESL Reading & Writing

Course Policies and Syllabus

Spring 2001

Department: English & Philosophy

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Office hours: Monday 8:30 AM - 11:00 AM

Tuesday 8:30 AM – 9:30 AM; 12:30 PM-2:00 PM

Wednesday 8:30 AM – 10:30 AM

Other hours by appointment

Meeting Place: Faculty Hall Rm. 500

Class Time: T 5:00 - 7:00 PM

Course Title: Seminar in Teaching ESL Reading & Writing

Catalog Description: An exploration of alternative methods of teaching reading and writing skills. This course examines various pedagogical theories and introduces students to relevant material for various levels of ESL learners.

Purpose: to develop students' understand of the principles and processes of ESL/EFL reading and writing, enabling them to design their own courses, contextually applicable in various instructional settings.

Course Objectives: By the end of this course, students will have the requisite knowledge and skills to

1. discuss theoretical concepts/models in ESL reading and writing.
2. understand the major controversies and issues in teaching reading and writing in the ESL/EFL classroom
3. evaluate critically the existing texts and materials in second/foreign language reading and writing and to create original materials.
4. design lessons, activities, units, and courses for various proficiency levels of reading and writing for an established or conceived curriculum or program.

Content Outline: This course will provide an overview of second language (L2) methodology, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. First, the course will focus on issues related to vocabulary acquisition, followed by theories of reading and methodologies that foster strategic reading for successful, autonomous readers. Finally, the course will address theories of writing and the transfer of theory into practice for classroom instruction, addressing methods of writing instruction in relation to student proficiency levels. Finally, the course will conclude with a look at techniques for providing feedback to student writings.

Instructional Activities: The primary focus of the course will be discussion, workshop, student demonstration and presentation. Additionally, I will present information on specific topics in short lecture format. Students are expected read the assigned material before class and to come to class prepared to be actively engaged in the discussion.

Field, Clinical, and/or Laboratory Experiences: Some observation in the ESL Program at Murray State (or elsewhere) will be required. Students will be required to make observational (ethnographic) notes for class discussion and for inclusion in their course portfolio. In addition, students will serve in a tutorial capacity with the Learning Assistance Center (to assist with writing tutoring) and with another facility (to assist with reading tutoring). Students will keep a teaching/learning journal of their experience to be included in their course portfolio.

Resources: While there are sufficient resources in the library to undertake some curriculum and syllabus development, students are encouraged to make use of interlibrary loans in order to utilize a larger selection of materials. Please note that this process may be time consuming, so plan accordingly. The internet should also prove useful.

Grading Procedures: It is expected that performance in this graduate class be quality work that reflects students' responsibility for their own learning. Assignments should be completed prior to the class for which they are assigned. Students are expected to come to each class having read the day's assigned readings and be ready to participate actively in the class. Regular attendance is also expected. All late work will be penalized by a reduction of points awarded.

Letter grades will be assigned according to the following scale:

- A =90 – 100 pts.
- B =89 – 80 pts.
- C =79 – 70 pts.
- D =69 – 60 pts.
- E =59 – 0 pts.

As attendance is mandatory, consideration will be given to students who have attended all class sessions. If a student's final grade is "border line" (i.e., 89, 79, 69, 59) and the student has missed no classes, one additional point will be awarded, raising the student's grade a letter grade.

Attendance Policy: 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.

Academic Honesty Policy: This policy is provided in the Murray State Student Handbook on page 30, and can be accessed online at the following address:
<http://www.murraystate.edu/secsv/handbook/Handbook.htm>

Course Requirements:	Points
1) Strategy Critique Presentation	10
2) Micro Teaching Sessions	20
a) 10 points - vocabulary lesson	
b) 10 points - reading or writing lesson	
3) Synthesis Paper	30
a) Prospectus – no points	
b) Revised prospectus and preliminary references – 5 points	
c) Final paper – 20 points	
d) Informal oral presentation and reformatted reference list – 5 points	
4) Final Class Portfolio	40
a) 4-5 page introductory paper for lesson plans - 10 points	
b) 4 - lesson thematic unit (two of which will include the microteaching lessons created for presentation) - 20 points	
c) Observational/teaching/learning journal – 10 points	
Total Points	100

Texts:

Aebersold, J. A., & Field, M. A. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. New York: Cambridge University Press. (A & F)

Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing: an applied linguistic perspective*. New York: Longman. (G & K)

Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.

Stephens, E. C., & Brown, J. E. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*.

Other Readings: (on reserve at Waterfield Library and provided through the Course Blackboard)

Day, R. R. (1994). Selecting a passage for the EFL reading class. *English Teaching Forum*, 32 (1) 20. <http://exchanges.state.gov/forum/vols/vol32/no1/p20.htm>

Grabe, W., & Stoller, F. (to appear). Introduction. In *Researching reading: Applied linguistics in action*. Pearson Longman.

Grabe, W., & Stoller, F. (to appear). The nature of reading abilities. In *Researching reading: Applied linguistics in action*. Pearson Longman.

Grabe, W., & Stoller, F. (to appear). Comparing L1 and L2 reading. In *Researching reading: Applied linguistics in action*. Pearson Longman.

Prerequisite: TSL 510, TSL 530, TSL 580

Course Policies/Expectations:

1. Graduate level performance is expected from all students. At the graduate level, it is assumed that students are, to a great extent, responsible for their own learning. Therefore, assignments are to be completed PRIOR to the class for which they are assigned in a thorough and timely manner. Class attendance and quality in-class participation is expected.
2. Students are expected to complete all assignments on time. All out-of-class assignments should be typewritten, unless otherwise stated, following standard academic conventions and the APA style manual.
3. Late work will only be accepted only with prior instructor consent and WILL BE PENALIZED 10 points for each 24 hours that the assignment is late. Receiving permission to submit an assignment late will not remove the penalty.
4. Students are expected to participate fully in all class discussions.

Detailed assignments:

- **Microteaching:** Students will model two state-of-the-art teaching techniques (microteaching) for their classmates. Everyone will conduct a vocabulary lesson; students will conduct one other lesson highlighting L2 reading or writing. Microteaching sessions requires that classmates be active participants. Accompanying the microteaching lesson will be a handout (to be distributed to all class members) that explains the rationale(s) for showcased techniques(s) and general procedure(s).

Helpful websites on microteaching:

<http://www.vanderbilt.edu/cft/tipsheets/microteaching.htm>

http://www.fas.harvard.edu/~bok_cen/docs/microteaching.html

http://www.flc.ohio-state.edu/flc_pages/801/micro.htm

<http://130.15.126.54/idc/newsite/trainers/activ/micro.html>

<http://www.utoronto.ca/tatp/micro.html>

<http://www.mit.edu/afs/athena.mit.edu/org/o/odsue/tll/www/What%20we%20do/microt-eval-table.html>

- **Strategy Critique Presentation:** Students will sign up for one of the chapters in strategy instruction and will serve as the discussion leader, specifically addressing the strategies presented, their perceived effectiveness and their possible weaknesses.
- **Synthesis Paper:** Students will write a 12-15 page synthesis paper, following APA conventions throughout, on a topic of interest related to vocabulary, reading, writing, or a combination of those language learning areas. The paper should include a properly synthesized review of the literature on the targeted topic of the paper **and** an exploration of the pedagogical implications which emerge from the literature. Students will report on their research to the class using the technology available in the classroom.

- **Observation and Tutoring:** Students will be required to make observational (ethnographic) notes for class discussion and for inclusion in their course portfolio. In addition, students will serve in a tutorial capacity with the Learning Assistance Center (to assist with writing tutoring) and with another facility (to assist with reading tutoring). Students will keep a teaching/learning journal of their experience to be included in their course portfolio.
- **Final Portfolio:** This portfolio will consist of three parts, prefaced with a 3-5 page introductory paper that will serve as a reflective, self-evaluative essay in which you discuss the modifications you made to your education and your teaching philosophy based on the activities of the course. Also included in the portfolio will be a final lesson plan project that will involve revising lesson plans #1 & #2 (the microteaching lessons), the development of two more lesson plans (to create a cohesive 4-lesson thematic unit). The completed lesson plans will be prefaced by a 4-5 page paper explaining how the lessons characterize state-of-the-art theory and pedagogy, with references to relevant course readings. In addition to these two documents, you will include your observation/teaching/learning journal concerning your ESL classroom observation and your tutoring experience.

Course Outline (Tentative)

Date	Topic	Readings	Assignments Due
1/17	Introduction		
1/23	Vocabulary Learning	Stahl	
1/30	What is Reading?	A & F Ch. 1; G & S “Introduction”; G & S “The Nature of Reading Abilities”	
2/6	Factors that Influence Reading	A & F Ch. 2 G & S “Comparing L1 and L2 Reading”	Vocabulary Microlesson
2/13	Designing the Course	A & F Ch. 3; Day (1994)	
2/20	Preparing to Read	A & F Ch. 4; S & B Introduction; Ch. 1, 2, & 3	Strategy Critique Presentation
2/27	AAAL/TESOL NO CLASS		
3/6	During Reading	A & F Ch. 5; S & B Ch. 4	Strategy Critique Presentation
3/13	Post Reading	A & F Ch. 6 & 7; S & B Ch. 5	Strategy Critique Presentation
3/20	SPRING BREAK NO CLASS		
3/27	Using Literature	A & F Ch. 8; S & B Ch. 6	Synthesis Paper Due Strategy Critique Presentation
4/3	Assessing Reading	A & F Ch. 9	Reading Microlesson
4/10	Issues in Writing Process Approaches	G & K Ch. 1 & 4	Synthesis Paper Presentations
4/17	Process Research Theory to Practice	G & K Ch. 5 & 9	Synthesis Paper Presentations
4/24	Teaching Writing for Different Proficiency Levels	G & K Ch. 10, 11, & 12	
5/1	Responding to Writing	G & K Ch. 13	Writing Microlesson
5/8	Exam Week		Final Portfolio Due