

TESOL 429 – Teaching Writing



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Class meeting time: T/Th 8:40-9:50AM in GCB 182 (2 credits)

Instructor: Bro. McCollum

Email: robb.mccollum@byuh.edu

Office: MFB 111

Office hours: 9:50-10:50AM T/Th or by appointment. Please email to schedule.

Texts/Materials

Textbook: Harmer, Jeremy, How to teach writing, published by Pearson (2012). ISBN: 9780582779983

Additionally, we will be using journal articles and other resources available through the internet and through the BYUH Library's digital collections. Students will be responsible to locate these materials using the citations provided by the instructor.

Catalog Description

Principles, procedures, and materials for teaching English Writing skills to speakers of other languages.

(Prerequisite: TESOL 377.)

Course Goal

By the end of the course, students will be able to apply SLA and TESOL research to language teaching contexts that support learner writing ability.

Student Learning Outcomes (SLOs)

Upon completion of TESOL 429, students can:

1. Analyze and explain the findings and implications of L2 research related to teaching writing.
2. Design appropriate instructional materials to support ESL writing development.
3. Demonstrate an understanding of resources and organizations that support TESOL professionals who teach writing.

Evaluation/Grading Overview

Writing Coach Journal	20%
Portfolio	30%
Professional Evidence	10%
Research Evidence	10%
Teaching Evidence	10%
Learner Citizenship	10%
Midterm Exam	20%
Final Exam	20%
Total	100%

A 94-100%	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

Grades reflect to what extent a student has mastered the objectives.

A = exceptional mastery of the courses objectives

B = satisfactory completion of the course objectives

C = below average completion of course objectives with some major weaknesses

Major Assignments

During the first week of the semester, students will **submit a learning contract** in which they describe how they plan to fulfill the course assignments.

Writing Coach Journal – (20%) Each TESOL 429 student will be paired with an ESL writer during the semester. Together, the TESOL 429 student and the ESL writer will work to improve the ESL learner's ability to write. The journal will consist of weekly summaries of your activities as well as reflections on your successes and goals for the ESL learner's continued growth as a L2 writer.

Writing Teacher Portfolio – (30%) Each student will need to choose 3 assignments that meet the program outcomes for TESOL. Some examples are given below, but students are welcome to suggest alternate types of evidences. In general, each artifact should be about three pages long and be the result of 6 hours of independent work.

Research Evidence – (10%) Artifacts that demonstrate a student's understanding of SLA and TESOL research such as a brief synthesis of research, a short replication of a research study, or another project of the student's choice.

Teaching Evidence – (10%) Artifacts that show a student's ability to apply principles of L2 writing research to teaching contexts such as a unit plan that incorporates L2 writing instruction, specifications (including scoring guide and model) for a writing assignment, or another project of the student's choice.

Professional Evidence – (10%) Artifacts that confirm a student's commitment towards self-improvement as a TESOL professional such as a writing book review, a philosophy statement on the teaching of L2 writing, or another project of the student's choice.

Learner Citizenship – (10%) In order to help students develop and demonstrate professionalism, good learner citizenship will count for 10% of the course grade. Good citizenship means attending class on time, participating in discussions, and completing assignments on time.

Exams – (40%) There will be two exams: one at midterm and one during finals week. Each exam is worth 20% of the final course grade.

Time Management

Students in a 2-credit course are expected to spend about 30 hours per semester (2 hours per week over 15 weeks) in class and about 60 hours out-of-class working on course assignments. Below is a guideline for TESOL 429 students to help them manage their time in order to be able to complete all assignments within the recommended 60 hours. Following this guideline can help you to self-assess your effectiveness and efficiency as a student and as a writer.

Activity	Explanation	Hours
Writing Coach Log	1hr * 5 weeks=5hrs; 7 hrs preparation, reflection, & writing	12
Portfolio	6 hrs * 3 artifacts=18hrs	18
Weekly Readings	14 weeks * 1 hr=14hrs	14
Review, LSC or RWC visits	(various, but up to 17 hrs)	16
	TOTAL	60

LSC refers to the Language and Speech Center. Students are encouraged to visit the LSC to prepare for their portfolio presentations at the end of semester. Appointments can be made by visiting the LSC at MCK 155.

RWC refers to the Reading and Writing Center. Students are invited to visit the RWC often during the semester to receive peer help in both reading and writing assignments.

TESOL Program Outcomes

TESOL Outcomes will be achieved or addressed in the TESOL 429 class as indicated in the chart below. In short, the aim of the TESOL program is to help students “get smart”, “teach smart”, and “stay smart.”

TESOL 429 is designed to help students achieve the following:

TESOL Program Learning Outcome (PLOs)	Weight	Course Student Learning Outcomes (SLOs) and Activities	BYUH Institutional Learning Outcomes (ILOs)
KNOWLEDGE 1. Articulate a justified approach to a particular English language teaching context.	3	SLO1 Students will read and analyze research related to the teaching and learning of L2 writing skills. Students will compare approaches and discuss how contextual factors influence instructional choices.	ILO 1: Knowledge (Gaining a depth of knowledge for a particular discipline) ILO 2: Inquiry (Demonstrating information literacy and critical thinking to understand, use and evaluate evidence and sources)
TEACHING 2. Apply sound pedagogical principles to English language teaching situations.	3	SLO2 Students will tutor ESL students throughout the semester, using the principles and techniques from TESOL 429. Students will prepare additional instructional materials for other teaching contexts.	ILO 3: Analysis (Using critical thinking to analyze arguments, solve problems, and reason quantitatively) ILO 7: Service (Using knowledge, reasoning, and research to solve problems and serve others)
PROFESSIONAL IDENTITY 3. a. Display an on-going commitment to developing professional-level English language proficiency,	2	SLO1 Students will create various written academic assignments that require advanced-level English reading and writing skills. Students will regularly participate in peer discussions about academic articles.	ILO 5: Integrity (Integrating spiritual and secular learning, and behaving ethically)
3. b. Participate in professional communities and access professional TESOL resources.	3	SLO3 Students will become familiar with numerous TESOL and SLA journals, as well as professional organizations and conferences, such as the Second Language Writing Symposium.	ILO 6: Stewardship (Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources)
3. c. Self-assess personal identity as a TESOL professional, including areas for improvement.	2	SLO1, SLO2, SLO3 Students will complete self-reflection activities in conjunction with course assignments.	ILO 4: Communication (Communicating effectively in both written and oral form)
“Weight” indicates how much this course focuses on each objective: 1 = slightly; 2 = moderately; 3 = significantly.			

Course Calendar **In progress**

This is an initial plan for our course schedule. We will make changes as needed to fit our needs and goals.

Date	Learning Topic	Assigned Reading BEFORE class that day (full article citations on Canvas)
T Sep 9	- Introduction to course; How to read text and articles	
Th Sep 11	- Introduction to the field of Second Language Writing **Learning Contract due on Friday**	Harmer Ch 1.
T Sep 16	- Spoken language versus written language	
Th Sep 18	- Product, process, and the post-process era	
T Sep 23	-Criteria for describing writing proficiency	Harmer Ch 2.
Th Sep 25	- Teaching writing genres	
T Sep 30	- Purpose for writing	Harmer Ch 3.
Th Oct 2	- Role of the writing teacher	Montgomery & Baker (2007). Eckstein (2013).
M Oct 7	- Plagiarism in the L2 classroom	Wolfersberger case study
Th Oct 9	- Reading-Writing connection	
T Oct 14	- Motivating L2 writers	Harmer Ch 5.
Th Oct 16	- L2 writing strategy instruction Guest lecture by Sister Tarawhiti	
T Oct 21	- Collaborative writing	
Th Oct 23	- Review for midterm exam	
T Oct 28	- Teaching basic writing skills Midterm exam available in Testing Center T-Th	Harmer Ch 4.
Th Oct 30	- Teaching handwriting *Friday, October 31, last day to withdraw (with a W)*	
T Nov 4	- Teaching typing	
Th Nov 6	- Teaching spelling	
T Nov 11	- Worked-on writing	Harmer Ch 6.
Th Nov 13	- Portfolio assessment	
T Nov 18	- Student writing feedback debate **Poster Presentations Thu 5:30pm-7:30pm**	Harmer Ch 7.
Th Nov 20	- Methods for giving feedback	
T Nov 25	- Peer review in writing ** Writing Coach Log due on Wed**	
Th Nov 27	- No class: Thanksgiving Break	
T Dec 2	- Journal writing and metacognition	Harmer Ch 8.
Th Dec 4	- Portfolio Presentations	
T Dec 9	- Portfolio Presentations	
Th Dec 11	- Final Exam: 7:00-9:50am	

Course Policies

Attendance, Punctuality, and Late Assignments

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Late assignments are subject to a penalty. Only in exceptional circumstances will extensions be granted. Students with serious attendance problems will be referred to Academic Support Services. For international students, a lack of attendance violates U.S. immigration policies and could result in a student's being sent home.

Technology

Internet-enabled devices can be both a learning aid and a distraction. Students are encouraged to use learning technologies in the classroom when they contribute to classroom activities but should turn off such devices when they do not. Students who do not comply with this policy will be asked to leave class and will be marked absent for the day.

General BYUH Policies

Academic Honesty

BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct. (See university catalog for complete policy.)

Dress and Grooming

The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education. Please see the university catalog for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.

University Final Exam Policy

The BYU-Hawaii Final Examination Policy in the university catalog states: "Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy are as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

- A BYUH sponsored activity which takes an individual or a team away from the campus at the time an examination is scheduled;
- Emergency situations that are beyond the student's control."

Complaints about Instruction

The ELT Department at BYUH is committed to providing students with the best possible language instruction. However, sometimes different teaching styles, philosophies, learning styles, cultural diversity and expectations may cause conflicts. Therefore, in order for students to feel comfortable expressing their concerns and needs in an appropriate way, they should follow these guidelines.

- Students should approach the teacher either after class or during his/her office hours and explain their concern.
- If students are not comfortable approaching the teacher, they should talk to either the TESOL Department Chair.
- Students should not complain to one teacher about another teacher's class.
- If students feel their complaint is serious, it is their responsibility to take it to the appropriate person.
- If students do not feel the problem has been resolved after a reasonable period of time, they should follow up with the person they spoke with earlier.

Preventing Sexual Harassment

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8874 (24 hours).

Students With Disabilities

Brigham Young University-Hawaii is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Coordinator, Leilani A'una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 730-8875.