



ENG697.01W Teaching Composition in a Second Language COURSE SYLLABUS: Summer I 2016

Instructor: Dongmei Cheng, Ph.D. Assistant Professor of Applied Linguistics

Office Location: Hall of Languages 116

Office Hours: Tuesday & Thursday 10:00-11:30am & Online (daily)

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Preferred Form of Communication: Email

Communication Response Time: Within 24 hours on weekdays

COURSE INFORMATION

A Special Note Regarding this Online Course:

The instructor's video-recorded lectures will be made available to you at 1:00pm on Wednesdays and Fridays. Your questions on the video lectures and other class content will be answered in Virtual Office within 24 hours on weekdays (Please post your questions in the Virtual Office area via eCollege.)

If you are in Commerce and wish to participate in the face-to-face class on a particular day, please contact the professor in advance. The face-to-face class meets on Tuesdays and Thursdays (6/6-7/7) from 1:00 to 4:00pm in the CHSSA Conference Room, located in AG/IT Suite 222 (Building B7 on the campus map).

Required Textbook & Materials:

Ferris, D. & Hedgcock, J.S. (2014). Teaching L2 composition: Purpose, process, and practice (3rd ed). Mahwah, NJ: Erlbaum.

Additional readings and class materials are available on eCollege.

Syllabus/schedule subject to change

Course Description:

Second language composition is a rapidly emerging field. The complexity of the process and theory behind L2 writing is considerable in this challenging but rewarding area of TESOL. Thus, our inquiry must pursue a variety of overlapping, interconnected, and divergent threads of interest. One such thread is to explore the theory and practice of teaching and learning of L2 writing in various contexts, beginning with how L2 composition theory connects to its L1 composition antecedents and to classical rhetoric. Most of us have had little formal training in rhetoric or writing beyond the “basic” level, so a significant portion of this course will be devoted to building background schema in rhetoric and academic writing genres. We will also keep working on our own development as writers so that we can be more effective as writing teachers.

Another major focus of the course is to explore how L2 writing skills may be taught to best effect, which changes depending on context, learners and their goals, teaching situations, teaching styles, and institutional requirements. Additionally, we will look at various ways of evaluating writing, and how to create effective and easy-to-understand writing instructions and evaluation criteria for our students (called “prompts & rubrics” in TESOL jargon). Finally, we will all be working throughout the semester to develop and refine an informed, theoretically sound and consistent “position(s)” as teachers of L2 composition, which will be articulated in writing.

Student Learning Outcomes

1. Students will be able to understand the relevant concepts and theories in second language writing as well as different student populations and use this information to construct a lesson plan targeted towards a specific L2 writer group.
2. Students will be able to understand the intricate relationships between reading and writing as well as the principles of writing assessment and use this information to design an integrated writing task, including a prompt and a set of grading rubrics.
3. Students will be able to develop their own strategies in giving feedback to student writing and conducting error treatment. This, as well as other skills developed throughout the course, will be reflected in a teaching philosophy statement constructed at the end of the course.

COURSE REQUIREMENTS

Student Responsibilities:

- You are responsible for familiarizing yourselves with all course materials posted on the online course platform.
- You are responsible for familiarizing yourselves with all print and online resources assigned to you each week.
- You are responsible for completing and submitting all assignments online.
- You are responsible for contacting the professor via email regarding questions on assignments **PRIOR** to the due date.

- You are expected to complete all assignments on time. No late assignments will be accepted after a 24-hour grace period. **All work not submitted on time will receive a grade of 0.** In addition, **makeup and extra credit assignments are not available.**

Each student's performance in the following areas will determine the student's grade for this course:

Online discussion posts **20%**

Your daily online discussion posts are equivalent to the daily class participation in a face-to-face class. In these discussion posts, you are required to post your original thoughts and interact with other classmates in response to the prompts posted by your instructor. Missing one day's discussion posts will result a 2% grade deduction. The weekly time of instruction of this class (including lectures and discussions) is 6 hours. (You will need to have additional time set aside to complete the written assignments.)

Blog entries **(Due 1:00pm on Wednesdays and Fridays)** **20%**

A blog entry, containing your reflections of class content, is required after each day of class instruction. Prompts for blogs will be posted on eCollege after each instructional day. You are also responsible to follow and comment the most recent blog entries from two different classmates.

Project 1: Lesson Plan (Due 1:00pm, Wednesday, 6/29) **20%**

This project requires you to develop a 100-minute writing lesson, targeting specific needs of an L2 student population. Your lesson plan needs to demonstrate reading-writing connections and process-oriented approach.

Project 2: Prompt & Rubrics (Due 1:00pm, Wednesday, 7/6) **20%**

You will choose a short reading, or use the one I provide, to design a clear and supportive writing prompt based on the reading for L2 learners. Using the process approach, you will also make an appropriate series of grading rubrics to help your students get the most from multiple-draft feedback. The prompt and rubric(s) will be supported with a 1-page written rationale of your assignment. Your rationale needs to address the following questions: What "theory" were you drawing on, and what specific goals did you have in mind for your writers to meet? In what ways does your prompt help to achieve your pedagogical goals and support your writers in achieving these goals? What did you do to make the assignment(s) meaningful and interesting, and to help the students "enter" the process? What items do your rubrics emphasize at what stage in the process, and how did you choose their relative "weights"? Finally, as above, what problems did you need to solve and what did you learn?

Final E-portfolio & Presentation (Due 1:00pm, Thursday, 7/7) **20%**

Towards the end of the semester, you are responsible of compiling an electronic portfolio, which contains revisions and reflections of the two projects you have completed. You are also required to submit a teaching philosophy statement on L2 composition (1-2 pages) included in your e-portfolio. Your teaching philosophy needs to draw on ideas gained from your reading responses and discussions as well as your experiences as teachers and / or learners of second language writing. You should include your personal beliefs about the factors which influence L2 writers'

development and how your approach to teaching writing will address these factors. Contextualize this by talking about your ideas regarding the roles of teachers and students, your classroom practices (such as daily activities, approach to response and evaluation, etc.) and anything else you feel is important. Your teaching philosophy can also be used as part of your job application materials later on, so keep audience in mind! At the last day of class, you will be presenting on the most useful things you have learned through compiling your E-portfolio to the class via a VoiceThread presentation (10-15 minutes).

Total Possible = **100%**
 (“No curve” grading scale / 100 percent possible, 90-100=A 80-89=B 70-79=C and so on. . .)

TECHNOLOGY REQUIREMENTS

This course is a dual-modality course, i.e., it is offered at the same time as a face-to-face (blended) course or online. All students will need to regularly access their e-college shells for class materials, online discussions, and assignment submissions.

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - A webcam and microphone are required for class presentations.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
 JavaScript is enabled.
 Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

Pearson Learning Studio (eCollege) Access and Log in Information:

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson Learning Studio (eCollege), click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio (eCollege). The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson Learning Studio (eCollege) Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with Pearson Learning Studio (eCollege) (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your Pearson Learning Studio (eCollege) session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library>, not from within Pearson Learning Studio (eCollege).

myLeo Support:

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with Pearson Learning Studio (eCollege):

Should students encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. **ONLY** Pearson Learning Studio (eCollege)-based problems are legitimate.

Learner Support:

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy:

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

ADA Statement (for Student with Disabilities):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Non-Discrimination Statement:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Student Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05](#) (“[Student Appeal of Instructor Evaluation](#)”).

Course Outline

(Subject to Change)

Week 1:
Wednesday 6/8 Introduction & Concepts in Writing and Learning to Write in a Second Language (Chapter 1);
Friday 6/10 Understanding Student Populations and Instructional Contexts (Chapter 2); <u>Blog Entry #1</u>
Week 2:
Wednesday 6/15 Composition Pedagogies: Theory, Principles, and Practice (Chapter 3); Introducing the Final E-portfolio for Teaching L2 Composition; <u>Blog Entry #2</u>
Friday 6/17 Reading, Genre Awareness, and Task Design in L2 Writing (Chapter 4); <u>Blog Entry #3</u>
Week 3:
Wednesday 6/22 Course Design and Instructional Planning in L2 Writing (Chapter 5); Introducing Project One (Lesson Plan); <u>Blog Entry #4</u>
Friday 6/24 Classroom Assessment of L2 Writing (Chapter 6); Introducing Project Two (Prompt & Rubrics); <u>Blog Entry #5</u>
Week 4:
Wednesday 6/29 Response to Student Writing (Chapter 7); <u>Project One Due; Blog Entry #6</u>
Friday 6/30 Improving Accuracy in Student Writing (Chapter 8); <u>Blog Entry #7</u>
Week 5:
Wednesday 7/6 Developing Language Skills in the Writing Class (Chapter 9); <u>Project Two Due; Blog Entry #8</u>
Thursday 7/7 Final presentations; <u>Final E-Portfolio Due; Blog Entry #9</u>