



Audit only

No Grade

No Grade

Reset

12. Prerequisites (must be taken before):

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

PIN (Permission From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken together):

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

Course to be removed from inventory      Final Term to be offered      (YYYYT. i.e. use 20064 for Fall'06)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

14. Catalog description\* (30 words Maximum)

Course content

Browse...

Browse...

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: \*

Browse...

Additional Attachment 1:

Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

The course is

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

**Course Approval:**

Department Curriculum Authority:

*M. Reiche*

Date 03 / Day 4 / Year 2011

Department Chairperson:

*Gene Lyman*

Date Mar / Day 4 / 2011

College Curriculum Authority:

*David Black*

Date 4 / Day 5 / 2011

College Dean:

*Christine A. Habrecht*

Date 4 / Day 5 / Year 11

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.:

Faculty Senate Core Curriculum Comm.:

Graduate Council:

Office of the Provost:

Registrar's Office:

Date Month / Day / Year

**Submit New Course Proposal**

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

Course Policies and Syllabus: English/ Linguistics 4/5210-001

Course Title: Issues in ESL Writing  
 Instructor: Melinda Reichelt  
 Meeting Place: FH 2220  
 Meeting Time: Tuesdays and Thursdays, 12:30-1:45  
 Office: FH 1680  
 Telephone: 530-4214  
 E-mail: [melinda.reichelt@utoledo.edu](mailto:melinda.reichelt@utoledo.edu)  
 Office Hours: Tuesdays, 9:15-10 and 1:45-3  
 Thursdays, 9:15-11 and 1:45-3

Required Text

*Teaching ESL Composition* by Dana Ferris and John Hedgcock. Erlbaum, 2005.

Other readings on regular reserve and on electronic reserve through Carlson Library website.

Course Readings

Please read selections in advance for the class dates on which they are posted in the course schedule. As you read, please take notes about the issues you want to discuss in class; additionally, you should take notes that will help you write your statement of philosophy of teaching L2 writing (see below).

Attendance

Regular attendance is expected in this course. Please be on time to class. Almost every day, something is either due at the beginning of class or completed in class for credit; therefore, more than a couple absences will affect your course grade. (Note: Missed work can only be made up with written proof of a university-excused absence.)

Office Hours

I am available to students enrolled in my courses (and to my thesis advisees) during my office hours, but *by appointment only*. You may make an appointment with me in advance, or you may call my office directly (419-530-4214) during my office hours to see if I am available at the moment. Please do not knock on my office door without an appointment.

Grading Procedures

Your semester grade will be calculated as follows:

Observation of other ESL courses + reports (2 @ 5% each)	10%
Writing Autobiography	15%
Reflective journal entry	10%
Article presentation with handout	10%
Short summaries, in-class writing, responding to student papers, and notecards	15%
Statement of philosophy of teaching L2 writing	15%
Annotated bibliography	25%

Grading scale: 93-100 = A; 90-92 = A-; 88-89 = B+; 83-87 = B; 80-82 = B-; 78-79 = C+; 73-

77=C; 70-72 = C-; 68-69= D+; 63-67 = D; below 63 = F

## ASSIGNMENTS

### Observations of Other ESL Courses

Over the course of the semester, you must visit two ESL writing classes (other than your own, if you are teaching ESL writing). Remember, the course you observe must be a writing course, not just any ESL course. You may observe, for example, English 1020, English 1110-ESL, or a writing (or reading-and-writing) course in the ALI. Either before or after the observation, you must schedule an appointment with the instructor to discuss that day's lesson and how it fits into the overall curriculum for the course. Please use this opportunity to learn as much as you can about the course you are observing. For each observation, based on your observation and interview with the instructor, write a 1½-2-page (typed, double-spaced, using 12-point type) report in which you describe the class session and analyze it by relating the classroom events to information from the course readings. Be specific when you relate what you observe to course readings; you must cite the author's last name, date, and page number. *Do not include any evaluative judgment of the instructor.*

**Due date: Tuesday, 11/16**

### Writing Autobiography

For this assignment, you will write an autobiographical essay of at least two pages in which you reflect on your experiences as a reader and a writer. This assignment can be found on pp. 8-9 of *A Writer's Workbook* by Trudy Smoke, and is the first assignment written by students in English 1020. Detailed instructions will be provided.

### Due dates:

**First draft for peer review: Thursday, 9/30**

**Final draft: Thursday, 10/14**

### Reflective Journal Entry

You will write one two-page (typed, double-spaced, with 12-point type) reflective journal entry during the semester, which you will read aloud to the class. In your entry, you should begin with a summary of the reading assigned for that day, devoting 25% of your paper (1/2 page) to summary. (Be sure not to plagiarize!) Then you should react to the reading. For example, you may relate recent readings to your own experience writing in an L2, to an L2 writing class you've observed, to your own developing theory of teaching L2 writing, to your teaching/tutoring experiences, or to relevant readings done for this or another course. I encourage you also to respond to prior reflective journal entries written by your classmates. End your entry with a list of questions for your classmates to discuss. When it is your turn to share a reflective journal entry with the class, please bring enough copies of your entry for all the class members, and be prepared to read your entry aloud and discuss your ideas with your classmates. Be sure that your journal entry is dated.

### Article Presentation with Handout

For this assignment, you are required to find a *research* article related to L2 writing and present it to the class. The article must be a report of empirical research, that is, research in which data of

some kind is gathered by the researcher. To find an article, you can check the annotated bibliography at the end of each issue of the *Journal of Second Language Writing* (See instructions for your annotated bibliography, below). Presentation of articles published in languages other than English is encouraged (as long as the article is a substantial scholarly article). If you wish, you can present an article related to the same topic you choose for your annotated bibliography (see below). One week before your presentation, please show me a copy of the article you plan to present so that I can approve (or reject) it. On the day you present, please provide your classmates with a clear but brief summary of the article and then raise relevant issues for discussion. In order to facilitate your presentation, please prepare a handout for your classmates; the handout must contain the following: a complete bibliographical reference to your source (using APA style documentation) and an indication/description of the following: research context and participants; methodology for gathering data; data analysis; and research results. Please also include on your handout a list of questions for your classmates to discuss. We will discuss the length of the presentation once our class enrollment is determined.

#### Short Summaries, Notecards, Response to Student Papers, In-class Writing, and Class Participation

For the first few weeks, on the days when a reading is assigned (except for the first reading), please bring a five-to-six-sentence summary to class. The summary should indicate the title of the reading and its author, and should convey the most important points of the reading. (We will discuss summary writing in class.) Your summaries should consist of carefully crafted, concise sentences that conform to conventional rules for sentence structure, usage, spelling, and punctuation. (I will let you know when you can stop writing this summaries.)

After the summary-writing is over, please bring a 3" x 5" notecard to every class for which reading is assigned--except for the days on which you are scheduled to read a reflective journal. Notecards are due at the beginning of class, and if you are late and the note cards have already been collected, *you will not be allowed to turn yours in.* (I prefer notecards to paper, but if you turn in your question on a piece of paper, please make it match the size of a 3"x5" notecard.) On your notecard, include your name, the date, and a discussion question that relates to the readings. The question you bring should not be one for the instructor to answer, but rather for your classmates to discuss. I will drop your lowest note card grade (including any zero you might receive for an unexcused absence.)

You are expected to participate in all class activities and discussions. Additionally, when you are assigned out-of-class tasks such as responding to samples of student writing, you are expected to complete the assigned tasks and come to class prepared to share your work with your classmates.

#### Statement of Philosophy of Teaching L2 Writing

Drawing on ideas gained from class readings and discussions, as well as from your experiences as teachers and/or learners of an L2, write a two-page description of your philosophy of teaching L2 writing. In your statement, you should include your beliefs about the factors that influence L2 writing as well as your ideas about the roles of the teacher and students, classroom practices, and any other information you feel is relevant. This statement of your philosophy of teaching L2

writing, while only two pages in length, should offer enough concrete details to give readers a clear picture of what type of classroom teacher you would be (or are). As you write, remember that the purpose of this statement is to show what you have gleaned from the readings in this course, and to craft a document that you can draw on in future job applications. Typically statements of teaching philosophy do not refer to specific authors; however, it should be very clear to me that you are drawing on the readings assigned for this course. If you are taking (or have taken) a course in which you wrote a philosophy of teaching NES writing, do not try to tweak that document to turn in for this assignment.

Keep in mind the following audiences for this assignment: yourself, because this document can serve as a concise summary of what you have gleaned from this course as well as past experiences; your classmates, because they are also developing a philosophy of teaching L2 writing and will be interested in your views; the instructor, because I am interested to see how you integrate course material into your views of L2 writing and because I am evaluating your statement; and, finally, prospective employers.

You will be required to conference with me about a draft of this assignment before it is due. Please talk to me about scheduling an appointment with me to take place during my office hours. Plan ahead because my office hour appointments fill up quickly!

You will present either this statement or your annotated bibliography (see below) to the class at the end of the semester.

**Due dates:**

Conference with me by **Tuesday, 11/16**

Statement of Philosophy due **Tuesday, 11/23**

Annotated Bibliography

For this assignment, you are to select a single topic within the field of L2 Writing and find six (if you are taking 4210) or eight (if you are taking 5210) scholarly journal articles, book chapters, and/or books related to that topic. You should select sources that are up-to-date, i.e., published within the last 5-8 years, roughly. Several weeks in advance of the bibliography's due date, I will ask you to give me an indication of your topic, a list of the sources you plan to use, and one annotation so that I can examine it and give you feedback. Later, we will conduct peer review of a second annotation.

Your annotated bibliography will consist of two parts:

- 1) A 1-2 page introduction in which you provide brief background information on your topic, explain why you chose your topic, and explain the rationale behind the order of bibliography entries to follow. Please do not simply put them in alphabetical order.
- 2) The annotated bibliography entries. Each entry should be approximately one-and-one-half pages in length and should consist of bibliographical information at the top of the page, in APA style; a summary; and a response/evaluation. The summary should comprise 50-75% of the annotation, with the remainder left for response/evaluation. In the response/evaluation, please relate the source to readings assigned for the course, citing the author's last name, year, and page number. Remember that the entries should be grouped in some logical way.

Please use one-inch margins all around, 12-point type, and double spacing throughout. Do not add any extra line spacing anywhere.

To locate sources, you should start by looking at articles in the *Journal of Second Language Writing* as well as the annotated bibliography on L2 writing published in each issue of this journal. (The *JSLW* is available as an on-line journal on the UT Library website.) You may not use sources in your annotated bibliography that were assigned for this course. You may, however, include an annotation on the article you presented to the class, as long as that article fits the topic of your annotated bibliography. If you have reading knowledge of another language besides English, I encourage you to include one or two appropriate sources in that language in your bibliography. Keep in mind yourself, your classmates, and the instructor as the audience for this assignment; all of us can learn from your research. You will present this assignment or your philosophy of teaching L2 writing to the class at the end of the semester.

#### **Due dates:**

Draft of one annotation + list of sources for me: **Thursday, 10/21**

Draft of another annotation for peer review: **Thursday, 11/4**

Final draft: **Thursday, 12/9**

#### Extra Credit

All students can earn extra credit by participating in a tutorial in the Writing Center, which is located across the hall from Carlson Library. For each tutorial, you will earn one percentage point (out of 100) for your **overall** course grade. When you have your tutorial, be sure to tell the tutor my name so that s/he can send me a tutor report. You can earn a maximum of five extra credit percentage points over the course of the semester. However, you are free to use the Writing Center more than five times.

#### SCHEDULE

Caveat: Schedule is subject to change at instructor's discretion.

- |        |  |
|--------|--|
| T 8/24 | Introduction to course; assign L2 Writing Autobiography  |
| H 8/26 | Ferris and Hedgcock, Ch. 1; discuss four-sentence summary writing  |
| T 8/31 | CCCC Statement on Second-Language Writing and Writers; Silva: On the Ethical Treatment of ESL Writers; receive instructions for the L2 writing autobiography |
| H 9/2  | Ferris and Hedgcock, Ch. 2; reflective journals  |
| T 9/7  | Hyland: Myth 4: Make your academic writing assertive and certain; reflective journals; assign papers to respond to   |
| H 9/9  | Discuss responses to student papers and grades on papers   |
| T 9/14 | Ferris and Hedgcock, Ch. 3; reflective journals from class members; receive a paper for marking errors   |

- H 9/16 Article Presentations
- T 9/21 Ferris and Hedgcock, Ch. 4; reflective journals  
H 9/23 Leki, Ch. 1: Introduction to *Undergraduates in a Second Language*; reflective journals
- T 9/28 Leki, Ch. 7: Social and ideological contexts of literacy development; reflective journals  
H 9/30 *First draft due of L2 Writing Autobiography*; peer review
- T 10/5 Ferris and Hedgcock, Ch. 5; Reflective journals from class members  
H 10/7 Article presentations; marked papers due
- T 10/12 FALL BREAK: NO CLASS  
H 10/14 Ferris and Hedgcock, Ch. 6; discuss typical parts of a research article; *Writing Autobiography due*
- T 10/19 Ferris and Hedgcock, Ch. 7; reflective journals  
H 10/21 Article presentations; First annotation + list of sources for bibliography due
- T 10/26 Truscott: The Case Against Grammar Correction in L2 Writing Classes; reflective journals  
H 10/28 Article presentations
- T 11/2 Ramanathan and Atkinson: Ethnographic approaches and methods in L2 writing research: A critical guide and review; reflective journals  
H 11/4 *Second annotation due for annotated bibliography*; peer review
- T 11/9 Leki: Material, Educational, and Ideational Challenges of Teaching EFL Writing at the Turn of the Century; Reichelt: Foreign Language Writing: An Overview; reflective journals  
marked papers due
- H 11/11 NO CLASS: VETERAN'S DAY
- T 11/16 Ferris and Hedgcock, Ch. 8; *course observations due*; *conferences about statement of teaching philosophy must take place before today*  
H 11/18 Article presentations
- T 11/23 Ferris and Hedgcock, Ch. 9; *statement of teaching philosophy due*  
H 11/25 NO CLASS: Thanksgiving break
- T 11/30 Currie: Staying Out of Trouble: Apparent Plagiarism and Academic Survival; reflective journals

H 12/2 Article presentations; course evaluations

T 12/7 Student presentations: Annotated bibliography or Statement of Teaching Philosophy

H 12/9 Student presentations: Annotated bibliography or Statement of Teaching Philosophy;  
final drafts of annotated bibliography due

Finals Week: No class