

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Specialized TESOL Methodology: Academic Writing
KUIS, Graduate School of Language Sciences, MA TESOL Program
Fall 2016 Syllabus

Instructor: Daniel Jackson

Email: jackson-d@kanda.kuis.ac.jp

Meeting times: 16:00-20:00

Phone: 043-273-2941

Course description

The perplexing nature of academic writing is one challenge graduate students face. This course will help students develop and practice writing skills necessary for success within the MA program and in the wider arena of professional development in TESOL. Students in this course will gain familiarity with written, academic genres in TESOL, develop clarity of written expression, and learn to express themselves through academic conventions. The course will focus on analyzing how writers share background knowledge, create spaces for research, and present convincing arguments. Academic writing will be viewed in terms of considerations regarding audience, purpose, organization, style, flow, and presentation. Students will carry out tasks to build awareness of these elements, apply ideas discussed in the course to their writing, and learn skills and strategies to support their writing journeys after the course is over.

Student learning outcomes

In this course, students will....

- Develop their understanding of academic writing conventions by participating in class and doing related textbook tasks
- Expand the range of pre-writing techniques they use by conducting systematic literature searches on a topic of interest
- Increase fluency and effectiveness by drafting multiple assignments that consider the audience and purpose for their writing
- Enhance their awareness of organization by reading and analyzing articles from the TESOL literature
- Learn to access published resources to support their academic writing through several methods

- Improve their style and clarity by writing and revising (based on instructor feedback) three assignments
- Build effective revising and editing strategies through self-evaluation, peer evaluation, and writing conferences
- Practice presenting their written work by submitting assignments according to formal guidelines and in a timely manner.

Required textbook

Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential Tasks and Skills* (3rd ed.). Ann Arbor, MI: University of Michigan Press.

Course schedule

Date	Agenda
10/8	Meeting 1: Presenting background knowledge Tasks from Swales and Feak (2012) How to access digital resources via KUIS Reading task #1: Tajino & Tajino (2000) Writing workshop
10/29	No meeting: Writing Assignment #1 due (for feedback by 11/12)
11/19	Meeting 2: Introducing problems and proposing solutions Tasks from Swales and Feak (2012) How to use Google Scholar to perform literature searches Reading task #2: Shintani (2013) Writing workshop
12/3	No meeting: Writing Assignment #2 due (for feedback by 12/17)
12/17	Meeting 3: Evaluating proposed solutions Tasks from Swales and Feak (2012) How to use Academia.edu to connect to the field Reading task #3: Murphey (2013) Writing workshop
1/7	No meeting: Writing Assignment #3 due (for feedback by 1/21)
1/28	No meeting: Final paper due

Assignments and grading

You will write three assignments culminating in a final academic paper that describes and evaluates a pedagogic intervention suited to a given context. Assignments should be submitted as MS Word (.docx) files, double-spaced, and written in Times New Roman, 12-point font using standard margins. Please adhere to APA style in your writing.

1. **Writing assignment #1: Introduce a teaching context (20%)** – This paper will share background knowledge regarding an educational context you are familiar with. The context may be described broadly, in terms of educational policies at the national level, or more narrowly, in terms of a given region, school, program, or group of learners. The purpose of this paper is to display familiarity with relevant literature and provide readers with information necessary to understand language teaching issues in your context (3-4 pages).

2. **Writing assignment #2: Describe a problem¹ and propose a solution (20%)** – This paper will present a problem within the teaching context described in Assignment #1. Examples may include the relative ineffectiveness of a given teaching method or other issues that impede language learning. Goals include clearly and adequately describing the problem (in terms of causes and effects) and convincingly presenting an apt solution, as well as defining related terminology (3-4 pages).

Assignments and grading (Continued)

3. **Writing assignment #3: Evaluate your solution (20%)** – This paper will summarize and critically evaluate the solution described in Assignment #2. It may discuss potential challenges in implementing the solution, problems left unaddressed, or additional options to enhance the proposed solution. The purpose is to reflect on the value of the solution and to acknowledge its scope and limitations (2-3 pages).
4. **Final paper (25%)** – This paper will describe your educational context, problem, and solution in one coherent manuscript. You will compile the three previous writing assignments into a single paper with appropriate headers and transitions. This paper should include your revisions based on my feedback. You must also include a reference list in APA style containing all sources noted within your paper (12 pages maximum).
5. **Participation (15%)** – Your attendance and active participation in class are essential to your grade. This includes coming to class on time and participating in-class during discussions and reading and writing tasks.

Based on your performance on these assignments, you will receive a grade of Pass or Fail.

Additional resources (Please see the library or ask me to borrow these books)

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. [Note: this book is available in a Japanese translation]
- TESOL International Association. (2014, November). *TESOL Research Agenda 2014*. Alexandria, VA: TESOL. Retrieved August 24th, 2015 from: <http://www.tesol.org/advance-the-field/research>.
- Casanave, C. P., & Li, X. (Eds.). (2008). *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation*. Ann Arbor, MI: University of Michigan Press.
- Feak, C. B., & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. Ann Arbor, MI: University of Michigan Press.
- Feak, C. B., & Swales, J. M. (2011). *Creating contexts: Writing introductions across genres*. Ann Arbor, MI: University of Michigan Press.
- Leki, I. (1998). *Academic writing: Exploring processes and strategies* (2nd ed.). NY, NY: Cambridge University Press.
- *Murphey, T. (2013). Learning histories to YouTube: Learners' lives as curriculum. *TESOL Journal*, 4, 370–381.
- Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. NY, NY: Penguin.

¹ The word *problem* should here be understood to include the sense of an important *issue* to be dealt with or resolved, rather than solely its negative sense of a difficult, undesirable, and possibly harmful situation.

Seas, K., & Brizee A. (2012, November). APA style workshop. Retrieved August 24th, 2015 from: <https://owl.english.purdue.edu/owl/resource/664/01/>.

*Shintani, N. (2013). Getting started with TBL: A personal account. *OnTask*, 3, 13–19.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association.

*Tajino, A., & Tajino, Y. (2000). Native and non-native: What can they offer? Lessons from team-teaching in Japan. *ELT Journal*, 54, 3–11.

* = Supplementary readings to be completed in class.

Note: This is a provisional syllabus. The course may change depending on student needs.