LING 5302: Methods in Teaching Reading and Writing
Spring 2019

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Office Hours: Monday 4-5PM or by appointment

Section Information: LING 5302 Section 001

Time and Place of Class Meetings: Monday 5:30PM - 8:20PM, TH01

Description of Course Content: This course will be an in-depth study of how to design ESL/EFL reading and writing classes and how to create instruction and assessment materials for these classes based on sound pedagogical principles. Much of the course will include hands-on experience, discussion, and practical application of course topics. A key component of the course is the student's participation in volunteer ESL teaching.

Student Learning Outcomes: After successfully completing this course, students will be able to
>1) identify and apply different methodologies in ESL/EFL reading and writing instruction;
>2) critically assess the applicability of these methodologies in various ESL/EFL contexts;
>3) create and evaluate lesson plans and implement these lessons in the ESL/EFL reading and writing classroom;
>4) use theoretical proposals and teaching recommendations discussed in the primary literature to address issues in ESL/EFL reading and writing instruction.

Required Textbooks and Other Course Materials: The textbooks listed below are necessary for this course. Most weeks you will complete a textbook reading in preparation for class discussion and activities. The books are available online as well as in the campus bookstore. There are also reserve copies available at the UTA library.

Ferris, D.R., & Hedgcock, J.S. (2014). *Teaching L2 composition: Purpose, process, and practice.*
>(Third Edition). New York: Routledge.
>ISBN# 9780415894722

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* Cambridge:
>Cambridge University Press
>ISBN# 9780521729741

Additional materials will be posted on the Blackboard site (https://elearn.uta.edu/webapps/login/) for the course. You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, assignments, and grades as well as feedback blog posts.

Descriptions of Major Assignments and Examinations:
--Demo lessons (2): during weeks 4-16; you will choose two classes to do demo lessons in
--Lesson plans (2): due one week after each of your demo lessons
--Feedback blog posts: uploaded no later than the Wednesday after classes with demo lessons
--Article presentation (1): during weeks 4-16, depending on the topic you choose
--Service learning reflections: 2/25, 4/1, 4/29
--Annotated bibliography: 5/6

 Written assignments should be submitted to the course Blackboard site (as .pdf, .doc, or .docx files).

Demo lessons. You will conduct two (2) demo lessons during the semester, in separate weeks. The first will focus on writing instruction, and the second will focus on reading instruction (but they can, and probably should, incorporate other skills as well). You should plan a one-hour lesson, clearly motivating each component, and then choose a ~20-minute segment of this lesson to teach. This segment should include activities for your "students" (your classmates) to participate in, not just lecture. Before beginning this demo lesson, you will be expected to briefly explain your goals for the lesson and relevant contextual information, e.g., target student proficiency level, learning context (ESL, EFL, ESP, EAP), etc. After the lesson, you will be expected to briefly discuss how the activities/components of the demo lesson match its goals and then address questions/comments from your classmates. Before your demo lesson, you should email me a sketch of your lesson plan and describe the portion of the lesson that you intend to demonstrate. This information should be sent to me no later than the Wednesday before your demo lesson. A sign-up sheet for these demo lessons will be posted on Blackboard.

Lesson plans. You will submit two (2) lesson plans during the semester. They will be fully fleshed-out versions of the lesson plans on which your demo lessons were based. They should include information on the target student population, the class objective(s), a chronologically-ordered description of each component/activity, evaluation procedures, and class materials (e.g, PowerPoint slides, handouts, worksheets, etc.). These lesson plans will vary in length, but should contain enough detail for another instructor to easily reconstruct the class. The lesson plan will be due one week after the associated demo lesson. This should give you enough time to integrate feedback from me and your classmates. Please note the changes you made to your lesson plan based on this feedback when you submit your final version (in the comment box on the submission page).

Feedback blog posts. You will post feedback on each of your classmates' demo lessons on Blackboard. You can structure this feedback in any way that you think would be useful, but you might consider including information on (i) what you liked most about the lesson (i.e., what you might consider adopting in your own teaching) and (ii) what you might change if you were teaching this lesson (i.e., what you would do to make this lesson even more effective). Please upload your feedback soon after the demo lesson (and no later than the Wednesday after it is delivered) so that your classmate can integrate it into the lesson plan that he/she will submit.

Article presentation. You will select a research article related to the topic for the week and deliver a ~20-minute presentation (~15 minutes for the presentation; ~5 minutes for discussion) on this article using PowerPoint slides and/or a handout. You should email me a pdf of your article at least one week prior to your presentation for approval. The article will be uploaded onto the course Blackboard site so that the entire class can access it. After your presentation, you should also upload your PowerPoint slides and/or handout for assessment. A sign-up sheet for these presentations will be posted on Blackboard.

Service learning reflections. You will participate in a service learning project in which you will do volunteer ESL teaching/tutoring in the community. A minimum of 10 hours is required and must be verified by a supervisor at your service learning site. (A list of possible sites will be provided.) You will submit three (3) reflections on this service teaching, due on 2/25, 4/1, 4/29). These reflections should be clear and concise (~1-2 page in length, double spaced). They should not simply summarize what happened in your classes/tutoring sessions, but should instead raise a question or issue, discuss a problematic teaching situation (and offer suggestions for solving it!), make connections to class material and other scholarly work related to language pedagogy/learning, or illustrate a "light bulb" moment. In other words, these reflections should indicate what you have learned from this teaching experience.

Annotated bibliography. You will write an annotated bibliography on an area of ESL/EFL reading and writing instruction that you find interesting. This should consist of a short description of the topic that you chose to research and why you chose this topic (no more than 2 pages, double spaced) and a discussion of at least four articles related to this topic. The entry for each article (each of which should be no longer than 2 pages, double spaced) should begin with its complete bibliographical reference (in APA format). In the entry, you should summarize the main arguments/findings of the article and their implications for teaching practice. This paper should then conclude with a short synthesis discussion (no more than 2 pages, double spaced) in which you discuss common themes that emerged from the articles you read…compare and contrast the arguments/findings of the articles…discuss what these articles seem to show and what questions remain…. (In short, this synthesis discussion should demonstrate that you have thought about the connections among these articles.)

Grading: Your grade on each component of the class will be determined on the basis of the percentage of points earned to points possible: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F. Your final grade will be determined in the same fashion but taking into account the weightings listed below:

Demo lessons / Lesson plans	30%
Feedback blog posts	15%
Article presentation	15%
Service learning/reflections	20%
Annotated bibliography	20%

Students are expected to keep track of their performance throughout the semester and to seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Late Submission of Assignments: Assignments are due on the day listed on the schedule, and no later, unless you make arrangements with the instructor prior to the due date. Late assignments may be accepted (at the instructor's discretion), but with a grade penalty. These assignments are unlikely to be returned to you in a timely manner, and they will not receive the same amount of feedback as an assignment handed in on time.

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. *In this class, attendance is required. Points will be deducted from your final grade for each unexcused absence.* While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All

instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact Ms. Jean Hood, Vice President and Title IX Coordinator at* (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations

the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Active Shooter/Threat Resources: Information on what to do in the event of an active shooter/threat, please see the following website: https://police.uta.edu/crime-prevention/active-shooter-resources.php.

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Projected Course Schedule:

Week 1 (1/14) / course introduction

Week 2 (1/21) / **NO CLASS – MLK DAY**

Week 3 (1/28) / planning an L2 writing class – learning contexts and teaching principles
Reading: F&H ch. 1-3

Week 4 (2/4) / reading-writing connections; texts and materials for L2 writing instruction
Reading: F&H ch. 4

Week 5 (2/11) / lesson and syllabus design for L2 writing instruction
Reading: F&H ch. 5

Week 6 (2/18) / L2 writing assessment
Reading: F&H ch. 6

Week 7 (2/25) / L2 writing feedback
Reading: F&H ch. 7
Service learning reflection #1

Week 8 (3/4) / error treatment in L2 writing instruction
Reading: F&H ch. 8

Week 9 (3/11) / **NO CLASS – SPRING BREAK**

Week 10 (3/18) / developing L2 proficiency through writing
Reading: F&H ch. 9

Week 11 (3/25) / how reading works
Reading: G ch. 1-3

Week 12 (4/1) / reading in different languages; reading in an L2
Reading: G ch. 6-7
Service learning reflection #2

Week 13 (4/8) / main-idea comprehension; reading strategies
Reading: G ch. 10-11

Week 14 (4/15) / understanding discourse structure; learning vocabulary through reading
Reading: G 12-13

Week 15 (4/22) / reading fluency; extensive reading
Reading: G 14-15

Week 16 (4/29) / reading curricula, instruction, and assessment
Reading: G 16-17
Service learning reflection #3

Other important dates: 1/30 Census Day, 3/29 Last day to drop classes

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Jeffrey Witzel.