

English 4990

TESOL SENIOR SEMINAR

SPRING, 2012

INSTRUCTOR: Dr. Steve Stryker

TIME: Wednesday, 4:00 to 7:30 C-241

OFFICE: Professional Schools Building (D-B Hall), room 235-F

Monday and Wed. 2:00-4:00

Tuesday: 2:00-3:30

Thursday: 2:00-3:30

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This course is designed for students who have finished all or most of the program for an undergraduate TESOL Concentration as well as graduate students who are doing a TESOL Certificate or MA. Undergraduates are expected to be in their last year, to have passed the WPST, and passed their WP class. If you have not done these two, you will have to drop the course. At least three of the five TESOL classes (4615, 4800, 4850) must have been taken to stay in this seminar, as 4990 is an "exit" or "culminating" class for the TESOL Concentration.

There is no single textbook for this class. We will write our own. The central objective of the class is to create a binder with one chapter (i.e., a paper) contributed by each seminar participant. After my initial review and discussion of the major topics and issues in the field of ESL, EFL, and SLA, each student will choose a single topic and research that topic during the entire semester. It is assumed that students have the texts used in ENGLISH 4615, and ENGLISH 4800 (H. D. Brown, Richard-Amato, etc.). These texts will be useful to explore initial topics and identify initial sources and bibliographies. Any non-TESOL English majors can make a choice from his or her area of specialty (literature, writing, drama...) and add a "teaching slant."

Topic development will proceed according to a six-step process first proposed by a leading ESL writing specialist (Leki in *TESOL Journal*, Winter, 1991-92). Each of the steps will be shared with the other seminar members at our weekly meetings. Students will provide copies of their weekly reports to each member of the seminar. Students will keep all materials in a binder that will be organized according to students' names and topics. Thus, we are all learning from one another.

We are following a modified "writers workshop" approach in this class (i.e., draft-feedback). Feedback to student authors is important; however, feedback from the professor, a graduate assistant, and 20+ students is impractical. Consequently, two other students will provide formal written feedback to authors. We will form "feedback triads" as we get started with Step One. I, and a graduate assistant, will also provide feedback to each student on each step. A copy of the feedback that students give to members of their triads should be given to me so we can record them and review them at the end of the term. There should be an average of ten "feedbacks" in all (2 x five steps). These will not be graded, but we will check these off, as they will be an important component of "participation" in the class. One of the reasons for including this activity is to give students practice in responding to students' written work — one of the most important and challenging of all our teaching responsibilities.

We will spend a portion of our time examining good styles and mechanics of academic writing. This class became a four-unit class in spring 2005 in order to devote time specifically to honing writing, editing, and literacy skills. Thus, the class will devote the last 20-30 minutes to discussion of good writing. I will use some materials from my 4850 class. My assistant and I will provide corrections of mechanical errors (including punctuation) on our weekly written feedback to students. Students can earn points in extra credit by identifying and explaining our corrections on a separate sheet of paper, handed in the following week. Models of each step as well as corrections, taken from past semesters, will be provided in class.

STEP 1: In a one- to two-page essay, students share with the group everything they currently know about the topic they have selected, including the definition and significance of the topic, the reason for their personal interest in the topic, and what they would like to do in their paper. **(1 page minimum, single-spaced, three-hole punched: COPIES FOR THE WHOLE GROUP)**

STEP 2: Students find at least eight pieces of published information on the topic and summarize that information in the form of an “annotated bibliography.” **(4 pages minimum, single-spaced, punched: COPIES FOR THE WHOLE GROUP)**

STEP 3: Students conduct personal interviews (or e-mail interviews) of at least three people who have experience or knowledge regarding the topic, asking about their opinions, feelings, and experiences related to the topic, and relating this information to research findings in Step 2. **(3 pages minimum, single-spaced, punched: COPIES FOR THE WHOLE GROUP)**

OR: For those who cannot find people who are knowledgeable or experienced on the topic, students will find **six more** published sources and continue as in step two.

STEP 4: Prepare a detailed outline of your paper. This outline should look a lot like an “annotated table of contents,” with a sentence or two to summarize the content of each section **(2 pages minimum, single-spaced, punched: COPIES FOR THE WHOLE GROUP)**

STEP 5: Students draft their final papers, following the outline presented in Step Four and integrating the Introduction from Step One and the information from both the published sources and the personal surveys in Steps Two and Three. This draft should be your final working draft. If you plan to include an annotated bibliography and appendices, they do not have to be drafted here, just tell us what will be in them. This working draft will not be shared with the whole class but will be shared with me, the grad assistant, and the two other students in your triad. **(minimum 8 pages, single-spaced, for undergrads; minimum 12 pages for grads, punched: COPIES FOR YOUR TWO EDITORS AND PROFESSOR ONLY)**

Graduates taking 4990 in lieu of 5800 will be working on their “graduate exit paper,” which will ultimately be over 50 pages in length. I ask grads to provide this seminar with a condensed version of the paper — approximately 12 pages.

A short presentation: Since the only activity in class during this step is the exchange of papers, we will use this class time to present a variety of activities that relate to or help inform the group about the topics students are presenting. This presentation should be about ten minutes long. It might be an example of an activity that relates to your topic (a game, a song, a learning activity, a video, an icebreaker) or a survey of our class (such as the MBTI, Gardner's MI, learning styles, etc.) Handouts are not required.

STEP 6: Students, working from the feedback from colleagues and instructors, will prepare their final paper for distribution to the class. **A copy of the final paper, single-spaced and three-hole punched, must be provided for EACH MEMBER** of the seminar in our final meeting. During the last meeting, each paper will be skimmed and commented on by the author and the group, and the paper will be placed in the binders for our seminar papers. (I highly recommend that students keep these binders, as they will be excellent resources for teaching and for further academic work such as credential and graduate work.)

Since we are essentially writing our own textbook in this seminar, students should obtain a large, three-ring binder with separation tabs, and be prepared to have a tabbed section for each seminar member. Remember that any materials prepared for the group must be three-hole punched.

RECOMMENDED TEXTS

There is no required text for this class. We are writing our own text, so the cost to students will be the cost of making copies for the whole group in each of the steps. I highly recommend that the texts from the other TESOL classes be consulted. Some of the useful texts would include:

Making It Happen: Interaction in the Second Language Classroom

Patricia Richard-Amato, Longman, 3rd ed., 2003, or 4th Ed. 2009

(text for ENGL 4615 and Spanish 4810)

Principles of Language Learning and Teaching, H. Douglas Brown, 5th Ed., 2009, or Fourth Edition, 2004. Prentice Hall Regents (text for 4800)

An Introduction to Language, Seventh Ed., By Fromkin and Rodman (3700)

English Simplified, Seventh Ed., Blanche Ellsworth, Harper and Row, Publishers. (4850)

Stryker: Packets for 3700, 4800, 4615, and 4850.

GRADING

1. Attendance and participation: Since this a seminar rather than a lecture format, each participant will be expected to freely express his or her views and to ask lots of questions of the presenter or the professor. Maintaining an up-to-date binder and providing both written and oral feedback on papers are also expected; therefore, attendance is essential. I will collect the feedback that each student provides to his or her triad (so make me a copy too). Failure to do so will cause loss of points in "participation." Feedback need not include grammar, spelling, etc. I will do the mechanical part. In your feedback, you might share what you know about the topic with your team member, including names of sources – texts or people. For each step of feedback that is not done, 10 points will be subtracted from the participation grade.

You are allowed a grace absence of one class (three hours); after that, you will lose 40 points for missing class. Please call or e-mail me in advance of any absence. (200 points)

Graduating seniors: As this course is a capstone course for the TESOL Concentrations, we in the department of English (as part of our ongoing program assessment) would like to ask all who are graduating this year in one of the TESOL Concentrations to write a one-page essay that reflects upon your overall experience in the major (Liberal Studies or English) and the concentration while here at Stanislaus. This will be due at the class meeting. These will be collected by the grad assistant and taken to the Dept of English. I will not see them until after the semester is over. (20 points towards participation)

2. Each of the first four steps: Please be ready on your scheduled days to present your material to the class and have copies for each of the seminar participants. Failure to be prepared on your day will cost 25 points. No points for e-mailed papers. (Warning: Keep your drafts away from the dog.) (100 points each step x 4 = 400 points)

3. Step 5: Your draft: Drafts of the final paper will only be shared with the instructors and the two colleagues in your triad, NOT the whole group. Your draft should be ready to be exchanged on the scheduled day.

An activity: On the days that we exchange drafts papers - April 25 and May 2 - each student should prepare some sort of short presentation to the class that relates to his or her topic. I will pass out a signup sheet for this. (25 points) (100 points)

4. Final Paper: There will be no "final exam," only a final paper. Your final paper will be due to be distributed to each member of the seminar on the last day of class. That paper should be single-spaced (to save paper and space) and three-hole punched. I will grade that paper according to the scoring criteria on the "term-paper grading grid," which will be given out and explained during the semester. (100 points)

5. Binder: Each student will be required to hand in his or her binder for our review at the end of the semester. (This should be little more than a formality for us to confirm and admire your outstanding organizational skills.) (100 points)

980-1000	= A
960- 979	= A-
940 - 959	= B+
920 - 939	= B
900 - 919	= B-
880 - 899	= C+
860 - 879	= C
840 - 859	= C-
820 - 839	= D+
800 - 819	= D
780 - 799	= D-
below 779	= F

**WEDNESDAY TESOL SEMINAR CALENDAR FOR
SPRING, 2012**

<u>DATE</u>	<u>ACTIVITIES</u>
Feb. 1	Introduction/Review of topics
Feb. 8	More review and choice of topics
Feb 15	Step 1: 1- to 2-page statement, group 1
Feb 22	Step 1 continued, group 2
Feb 29	Step 2: 4- to 5-page review of lit., group 1
Mar. 7	Step 2 continued, group 2
Mar 14	Workshop on writing, grammar, and punctuation
Mar 21	Step 3: 3- to 4-page report on survey, group 1
Mar 28	Step 3 continued, group 2
Apr. 4	Step 4: outline of papers from ALL students
Apr 11	Spring Break
Apr 18	Discussion of outlines and organization of papers
Apr 25	Step 5: all rough drafts out to readers (+ student activities)
May 2	Step 5: all rough drafts back from readers (+ student activities)
May 9	Step 6: Final papers group 1 (program evaluation essays Group 2)
May 16	Step 6: Final papers group 2 (program evaluation essays Group 1)

Some Possible Topics for TESOL Seminar

Theoretical constructs:

The critical-age hypothesis
Adult vs. child language acquisition
Acculturation and culture shock
Learning and teaching styles
Gardner's Multiple Intelligences
Intrinsic and extrinsic motivation
BICS vs. CALP (Cummins)
Krashen's hypotheses
Communicative competence
Ausubel: Meaningful Learning, advance organizers, and using "scaffolding"
Brown's 10 commandments (from 4800 text)
Oller's Episode Hypothesis (and storytelling)

Methods and approaches:

Bilingual Education models (transitional, dual immersion)
Whole Language (or other approaches to reading development)
Content-Based Instruction, Sheltered English, and SDAIE
Task-Based Instruction
The L2 immersion approach (Canadian model)
The Natural Approach (Krashen and Terrell)
Participatory Language Teaching (Amato)
The Writers Workshop Approach

Techniques in the classroom:

Cooperative Learning techniques
Total Physical Response (TPR) activities
The Internet
Dialog Journals
Testing for proficiency
Poetry in ESL
Music and songs
Games
Drama (e.g.: skits and readers theater)
Icebreakers
Films and videos for language teaching

Specific personal interests:

Malay/English Contrast
Problems of Japanese EFL students
Teaching EFL Overseas
Motivating adult ESL students in Turlock Adult School
The writing proficiency test at Stanislaus (WPST)
Computer Assisted Language Learning (CALL)