

Syllabus: English 4991 TESOL SENIOR SEMINAR (4 units)

The TESOL Senior Seminar 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) should have been taken to stay in this seminar, as 4991 is an "exit" or "culminating" class for the TESOL Concentration. If you will not graduate for another year (i.e., spring '18) please wait and take this seminar your LAST semester. This is a four-unit course and will meet for three-and-a-half hours per week.

There is no single textbook for this class. We will write our own text. The 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 and English 3700. These texts will be useful to explore initial topics and identify some initial sources and bibliographies.

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 bi-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. Moreover, we are all learning from one another in this seminar.

We are following a modified "writers workshop" approach in this class (i.e., a draft-feedback process). Feedback to student authors is important; however, feedback from the professor, a graduate assistant, and 15+ 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 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 I 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 you future teachers practice in responding to students' written work — among the most important and challenging of all our teaching responsibilities.

Starting in week four, 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 last portion of the class will be devoted to discussion of the characteristics of good academic writing. I will use some materials from my 4850 Grammar class, as appropriate. 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 the corrections on a separate sheet of paper, handed in to me 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-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 papers. This step usually includes a number of “research questions” that will guide the research.

(1 page, 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.”

(3 pages, single-spaced, punched: COPIES FOR THE WHOLE GROUP)

STEP 3: Students conduct personal interviews (or e-mail interviews) with 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, 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, 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 and the two other students in your triad.

(minimum 6 pages, single-spaced, for undergrads; minimum 10 pages for grads, punched: COPIES FOR YOUR TWO EDITORS AND PROFESSOR ONLY)

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 to fifteen 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. Any student who opts not to do a presentation will lose 20 points in the area of class participation.

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 (text of 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 (20%): 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.” Student feedback need not include grammar, spelling, and punctuation. 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 and a half hours); after that, you will lose 20 points for missing class. Please call or e-mail me in advance of any absence. After missing three meetings, you may be asked to drop the course. **(200 points)**

A final activity: On the days that we exchange drafts of papers – weeks 13 and 14 – each student should prepare a short presentation to the class that relates to his or her topic. I will pass out a signup sheet for this. **(20 points towards participation)**

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 last class meeting.

(10 points towards participation)

2. Each of the first four steps (40%): 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 (10%): 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. **(100 points)**

4. Final Paper (20%): There will be no "final exam," only exchange of the final papers. 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. We 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. **(200 points)**

5. Binder (10%): Each student will be required to show his or her binder for review at the end of the semester. (This should be little more than a formality for me 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

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 and 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 holistic approaches to reading development)
Content-Based Instruction: sheltered English, task-based instruction, SDAIE
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) and kinesthetic 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:

Chinese/English linguistic 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)