

Specialized TESOL Methodology: Academic Writing I
KUIS, Graduate School of Language Sciences, MA TESOL Program
Spring 2019 Syllabus

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Meeting times: 16:00-20:00

Course description

Students will learn basic writing skills necessary for success within the MA program courses and in the wider arena of professional development in TESOL. The course will cover several structures genres used in intermediate academic writing, ranging from structured paragraphs to short and long essays. Emphasis in the class will be placed on clarity of written expression and learning to express themselves through academic conventions. The class will introduce students to the basics of reference and citation and students will learn how to present clear and convincing arguments being mindful of audience, purpose and overall organization. Individual style and flow will be covered in the class as well aiding helping students to develop their individual voices as writers. 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 basic academic writing conventions by participating in class and doing related textbook tasks
- Learn basic pre-writing techniques such as freewriting, mind-mapping, and outlining.
- Increase their writing fluency and effectiveness by drafting multiple assignments that focus on flow and clarity of rhetorical structure.
- Enhance their awareness of written organization by reading and analyzing written essays.
- Learn to develop different types of theses depending on different writing prompts.
- 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.
- Create a portfolio of their compositions that shows their understanding of the writing process.

Required Text:

Folse, K. S., Muchmore-Vocoun, A., & Soloman, E. V. (2013). *Great Writing 4: Great Essays* (Fourth ed.). Boston, MA: Heinle.

Course schedule

Date	Agenda
04/13	From Sentences to Paragraphs <ul style="list-style-type: none"> • Parts of a paragraph • Brainstorming • Outlining (topic and sentence outlines) • Different kinds of paragraphs
05/11	HW1 due. Students will receive scores and feedback on 05/18. Students should print and bring copies of their feedback to class on 05/25.
05/25	Essay Basics <ul style="list-style-type: none"> • Kinds of essays <ul style="list-style-type: none"> ○ Comparison ○ Cause and Effect ○ Argumentative • Parts of an essay <ul style="list-style-type: none"> ○ Hook sentences ○ Thesis sentences ○ Conclusions
06/08	HW2 due. Students will receive scores and feedback on 06/22. Students should print and bring copies of their feedback to class on 07/13.
06/29	HW3 due. Students will receive scores and feedback on 07/06. Students should print and bring copies of their feedback to class on 07/13.
07/13	Argumentative Essays and Portfolios <ul style="list-style-type: none"> • Arguing pros and cons • Logic issues • Portfolio making
08/03	HW4 due. Students will receive scores and feedback on 08/17.
08/31	Portfolios due.

Homework and grading

You will have three homework assignments which will be combined in a student writing portfolio that shows the student's writing ability and development as a writer. 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. **Homework #1: Paragraphs (10%)** – Students must turn in 4 different titled paragraphs (definition, process/analysis, descriptive, and opinion). Each paragraph must be at least 5 sentences long, have a title, and be on separate pages. Students must also include the outlines for each paragraph and pictures/files of their pre-writing (freewriting, mind-map, etc.).
2. **Homework #2: Comparison Essay (15%)** – Students must write a titled comparison essay related to something in the field of applied linguistics. Each essay should be 4-5 paragraphs long and should include a title. Students should include both topic and sentence outlines for the essay to get full credit.
3. **Homework #3: Cause/Effect Essay (15%)** – Students must write a titled cause/effect essay related to something in the field of applied linguistics. Each essay should be 5 paragraphs long and should include a title. Students should include both topic and sentence outlines for the essay to get full credit.

4. **Homework #4: Argumentative Essay (15%)** – This is a 5 paragraph essay with title about an issue in applied linguistics. Students should include both topic and sentence outlines for full credit.
5. **Student Portfolio (25%)** – This final assignment will include *revised* versions of all the writing assignments for class. At the beginning of the portfolio, there should also be a letter to the reader telling about the most important things you learned in class that relate to all the paragraphs and essays in the portfolio. The letter should also talk about what changes you chose to make in the final versions of all your writings based on feedback from your peers and your teacher.
6. **Participation (20%)** – 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)

Glenn, C., & Gray, L. (2013). *The Writer's Harbrace Handbook* (5th ed.). Boston, MA: Wadsworth.

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