Teaching ESL Writing  
LLC 322 – 3 credits  
Semester  
Location; Timings

Instructor: TBD  
Office: TBD  
Phone: TBD  
Email: TBD  
Course Website: TBD  
Office Hours: TBD

Course Description

This course explores the theory and practice of teaching writing to adult learners of English as an additional language (ESL). The course will focus on teaching English for academic writing, but will also address the teaching of ESL writing to various levels of proficiency and native language backgrounds. Within this exploration, an emphasis will be placed on the classroom implications and practices based on research, concepts and theories concerning the teaching and learning of ESL writing. Historical and social issues will also be discussed.

Topics Covered

- Contrastive Rhetoric  
- Identity and ESL writing  
- Approaches to Teaching ESL Writing  
- Grammar and ESL writing  
- Vocabulary and ESL Writing  
- Discourse and ESL Writing  
- Assessment  
- Teacher Feedback

Textbook(s)


Course Learning Outcomes & Performance Indicators

*After completing this course, the student will have…*

- Evaluated best practices associated with various approaches to teaching ESL writing in different contexts
  - Reflected on the classroom implications of various approaches
  - Identified and evaluated for effectiveness specific techniques and approaches for teaching ESL writing
- Applied best practices associated with curricular choices in teaching ESL Writing
  - Chosen appropriate activities and tasks for a specific to a group of ESL learners
  - Applied knowledge of effective feedback and assessment practices
Grading Policy

**Grade Weighting:**

- Reflective Journal Entries (4): 10%
- Quizzes (2): 20%
- Feedback Assignment: 20%
- L2 Writing Class Observation Report: 10%
- Lesson Plan & Rubric: 30%
- LP & Rubric Evaluation: 10%

**Grade Ranges:**

95% – 100% = A  
90% – 94% = A-
85% – 89% = B+  
80% – 84% = B
75% – 79% = B-  
70% – 74% = C+
65% – 69% = C  
60% – 64% = C-
55% – 59% = D+  
50% – 54% = D
>54% = F

**Assessments**

**Reflective Journal Entries (10%):** Approximately every other week (see course schedule), students will submit a reflective journal entry. In these entries, students should reflect on, critique, describe, and evaluate how topics covered in class relate to their experiences in the classroom. This includes sharing observations about both learning and teaching.

**Quizzes (20%):** Two short-answer quizzes will be administered during the semester pertaining to the course readings, lectures and discussions. There are no specified formats or lengths for these quizzes other than that they will contain open-ended questions.

**L2 Writing Class Observation Report (10%):** Students will attend/observe a meeting of an L2 writing course. The class must be a writing class and not an ESL class that includes writing as an activity. After observing the class and taking notes, students write up a brief report of the observation using a set of provided questions as a guide.

**Feedback Assignment (20%):** After exploring best practices of providing feedback to ESL learners, students will be given a unique sample ESL learner text and be asked to provide both written and video feedback. Feedback will be evaluated as to how successful the student is at applying best practices.

**Lesson Plan & Rubric (30%):** Students will design a lesson plan focused on teaching one self-chosen topic related to teaching academic English writing to an assigned target population. As part of this lesson plan, students will also create an accompanying rubric to evaluate written output from the lesson. The rubrics must adequately measure a prescribed (set of) student learning outcome(s) and performance indicator(s). Students will then evaluate and provide feedback on each other’s lesson plans and rubrics.

*Specific guidelines and rubrics will be given to the students regarding each of these assessments.*
Course Policies

*Expected Time Required:* A general guideline for the amount of time you should plan to study for this course is 3 to 5 hours of homework/readings per hour spent in class. It is crucial (and required) to read all assigned texts before lectures and/or discussions.

*Office Hours:* You are encouraged to come to office hours for help with the course material. Do not hesitate to make an appointment if office hours conflict with your class schedule. If you are having trouble, it is strongly suggested that you attend office hours.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent ([http://www.umass.edu/dean_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)).

Accommodations

The University of Massachusetts Amherst is committed to making reasonable, effective and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you are in need of accommodation for a documented disability, register with Disability Services to have an accommodation letter sent to your faculty. It is your responsibility to initiate these services and to communicate with faculty ahead of time to manage accommodations in a timely manner. For more information, consult the Disability Services website at [http://www.umass.edu/disability/](http://www.umass.edu/disability/).
## Course Schedule

This schedule is subject to change; any modifications will be updated on the course management system.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading(s)</th>
<th>Assessment(s)</th>
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</table>
| 1    | Course Introduction  
Introduction to Teaching Writing to EAL students               | *Hinkel (2004), Ch. 1*  
*Ferris & Hedgcock (2014), Ch. 1*                      |                          |
| 2    | Contrastive Rhetoric  
− Criticism & Perspectives  
Introduction of Lesson Plan Task                        | *Kaplan (1980)*  
*Connor (2002)*                                           | Reflective Journal #1 |
| 3    | Approaches to Teaching ESL Writing  
− Student Populations  
− L1 – L2 Literacy  
− Curriculum Design                                         | *Ferris & Hedgcock (2014), Ch. 2*  
*Hinkel (2004), Ch. 3*                                    | Quiz #1                 |
| 4    | Approaches to Teaching ESL Writing  
− Overview of Approaches  
− Genre-based Approach                                        | *Ferris & Hedgcock (2014), Ch.3-5*                    | Reflective Journal #2 |
| 5    | Grammar/Vocabulary & ESL writing                                      | *Hinkel (2004), Pt. II, Ch. 4-5*                      |                          |
| 6    | Grammar/Vocabulary & ESL writing                                      | *Hinkel (2004), Pt. II, Ch. 6-7*                      | Reflective Journal #3    |
| 7    | Grammar/Vocabulary & ESL writing                                      | *Hinkel (2004), Pt. Ch. 8-9*                         | Quiz #2                 |
| 8    | Discourse & ESL Writing                                               | *Hinkel (2004), Pt. III, Ch. 11-12*                   | Reflective Journal #4    |
| 9    | Assessment                                                             | *Ferris & Hedgcock (2014), Ch. 6*                     |                          |
| 10   | Teacher Feedback                                                       | *Ferris & Hedgcock (2014), Ch. 7-8*                   | Feedback Assignment      |
| 11   | Lesson Planning Workshop                                               | *Revisiting Ferris & Hedgcock (2014), Ch. 5*          | Lesson Plan Assignment   |
| 12   | Presentation of Lesson Plans                                           |                                                      | Evaluation of Lesson Plans |
| 13   | Presentation of Lesson Plan Assignment                                  |                                                      |                          |
References


