

Specialized TESOL Methodology: Academic Writing 2
KUIS, Graduate School of Language Sciences, MA TESOL Program
Fall 2019 Syllabus

Instructor: Gavin Furukawa

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Meeting times: 16:00-20:00

Course description

This course will help students further develop their writing skills, building upon the basic essay writing skills they developed in Academic Writing I focusing on techniques for integrating the knowledge gained from various sources and their own original ideas into graduate level writing for their MA projects and eventual publication while helping them to master skills in reference and citation.. Students will add to the genres they have already learned in Academic Writing I expanding from essays to research papers and other genres used by TESOL professionals such as review articles and abstracts. Students will learn strategies for reading as well as writing research articles aiding in their success in other courses in the program and they will learn how writers share background knowledge and create spaces for their own research.

Student learning outcomes

In this course, students will....

- Further develop their understanding of academic writing conventions by participating in class and doing related textbook tasks
- Expand the range of pre-writing techniques they use by conducting systematic literature searches as well as using various note taking and outlining techniques
- Increase fluency and effectiveness by writing multiple drafts considering their audience
- Enhance their awareness of organization by reading and analyzing articles from the TESOL literature
- 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.

Required textbook

Dollahite, N.E., & Haun, J. (2012). *Sourcework: Academic Writing from Sources* (2nd ed.). Boston, MA: Cengage. ISBN-13: 978-1-111-35209-7

Course schedule

Date	Agenda
9/28	Meeting 1: Open reading, summarizing and responding; developing research questions, thesis statements, and outlines. Please read chapters 1, 2, and 3 before class.
10/05	Assignment 1: Upload at least 6 articles for use in your research paper to Google Drive and share your folder with Gavin and show detailed notes on pdf files.
10/12	Assignment 2: Submit rough outline with research question to Gavin
11/02	Assignment 3: Submit detailed outline with thesis; submit list of evidence
11/09	Meeting 2: Drafting and feedback. Please read chapter 4 before class.
11/30	Assignment 4: Submit first draft to Gavin.
12/14	Meeting 3: Revising. Please read chapter 5 before class. Bring second draft of paper to class for peer review.
12/21	Assignment 5: Submit third draft to Gavin
1/11	Final paper due

Assignments and grading

You will write three assignments culminating in a final academic paper that describes and evaluates a pedagogic intervention suited to a given context.

- Writing assignment #1: Article Collection (10%)** – Students should have a Google Drive folder that is shared with the instructor with at least 6 articles all in annotated pdf format based on the Build Your Paper section on page 40 of the textbook..
- Writing assignment #2: Rough outline (10%)** – Submit rough outline for final paper according to guidelines in the Building Your Paper section on page 44 of the textbook.
- Writing assignment #3: Evidence List and Detailed Outline (10%)** – Part 1: Evidence list should be according to the Building Your Paper section on page 66 of the textbook. Part 2: Detailed outline should be according to the Building Your Paper section on page 70 of the textbook.
- Writing assignment #4: First Draft (10%)** – The first draft assignment follows the Building Your Paper section on page 78 of the textbook.
- Writing assignment #5: Third Draft (10%)** – The third draft should include the revised introduction and conclusion as well as an APA reference list with citations in the body of the paper.
- Final paper (40%)** – This paper will describe a phenomenon, theory, teaching technique or context related to applied linguistics. It should be a thorough explanation of the chosen topic based on existing research that is thoroughly integrated to demonstrate the student’s understanding. (12 pages maximum).
- Participation (10%)** – 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.

Course Policies

- All assignments (unless otherwise stated) should be submitted as doc or docx files. No pdfs!
- All assignments should be formatted to A4, regular margins, double-spaced, titles centered, text left-aligned with Times New Roman 12 point font and all paragraphs should be properly indented.
- All citations and references should be done in APA format.

Additional resources (Please see the library to borrow these books)

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. [**Note:** this book is available in a Japanese translation]
- TESOL International Association. (2014, November). *TESOL Research Agenda 2014*. Alexandria, VA: TESOL. Retrieved August 24th, 2015 from: <http://www.tesol.org/advance-the-field/research>.
- Casanave, C. P., & Li, X. (Eds.). (2008). *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation*. Ann Arbor, MI: University of Michigan Press.
- Feak, C. B., & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. Ann Arbor, MI: University of Michigan Press.
- Feak, C. B., & Swales, J. M. (2011). *Creating contexts: Writing introductions across genres*. Ann Arbor, MI: University of Michigan Press.
- Leki, I. (1998). *Academic writing: Exploring processes and strategies* (2nd ed.). NY, NY: Cambridge University Press.
- Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. NY, NY: Penguin.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association.

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