

EDUF982: 외국어교과논리 및 논술
Mon 15:00 & Wed 16:30

Course Description

While English has become an international language, there has not been sufficient attention to English composition and rhetoric. Writing is an important resource that helps us learn, organize, and thus create ideas and make informed decisions. To help you become an effective teaching professional in this area, this course is designed to help you do the followings.

1. In order to teach English writing to your students, you will need to acquire the skill and craft to produce coherent, organized and convincing argumentative essay in English yourself.
2. Learn the knowledge and skill for teaching writing. This objective obliges you to learn and acquire teaching methods in English writing that are appropriate and effective for your students.

Throughout the course, I will engage you in a variety of tasks such as in-class reading and writing, group discussion and presentation, developing writing draft and revising it, reading scholarly sources, carrying out empirical research and write-up.

Objectives

By the end of the course, you will be able..

1. To gain the knowledge of the principles and rationales for thesis-oriented writing.
2. To develop and apply the skills and crafts for academic writing
3. To be able to write intelligibly and convincingly.
4. To learn and apply the knowledge and skill for teaching English writing.
5. To design lesson plans that are informed, principles and empirically adequate.
6. To become aware of your own learning processes.

Instructor Information

Yo-An Lee, Ph.D

English Language & Linguistics

For my research and teaching record, refer to _____

Contact Information: _____

Office Hour: Mon & Fri 1-3, Wed 2-4 J821 by Email _____

Assigned Readings

Textbooks (Available at the University Bookstore)

1. Cooper, S., & Patton, R. (2009). *Writing logically, thinking critically (6 ed)*. New York: Pearson.

Articles

2. Personal Statement Samples
3. Two Argumentative Essays from Copper & Patton (2011). *Writing logically, thinking critically* (7 ed). New York: Pearson.
4. Ferris D., & Hedgecock, J. (2014). *Teaching ESL composition: Purpose, process and practice* (3 ed). Chap 3 (Composition Pedagogies: Theory, Principle and Practice)(pp. 62-88). London: Routledge.
5. Ferris D., & Hedgecock, J. (2004). *Teaching ESL composition: Purpose, process, and practice* (2 ed). Chap 3 (Syllabus design and lesson planning in ESL composition instruction)(pp.72-123). London: Routledge.
6. Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for secondary English learners: The SIOP model* (2 ed.)(Chap 2: Lesson Preparation). New York: Pearson.
7. Richardson, J. (2004). Lesson Study: Teachers learn how to improve instruction. *Tools for Schools*, Feb/Mar, 1-8.
8. Peregoy, S., & Boyle, O. (2016). *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners* (7 ed)(Chap 8: English learners and process writing). New York: Pearson.
9. Gallagher, K. (2006). *Teaching adolescent writers* (Chap 3: Beyond the Grecian Urn: The teacher as a writing model). Portland, ME: Stenhouse Publishers.
10. Ferris, D. (2003). *Response to student writing: Implications for second language students*. Chap 6 (Preparing teachers to respond to student writing)(pp.117-139). Mahwah, NJ: Routledge
11. O'Malley, M., & Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. (Chap 6: Writing assessment, pp.135-161). Reading, MA: Addison-Wesley Pub.

Course Requirements

Attendance & Participation	5	
Speech Note	10	
Timed Writing	20	
Personal Statement on Teaching	20	
Draft		10
Final		10
Lesson Plan	44	
Lesson Plan Draft		10
Lesson Plan Draft Presentation		5
Lesson Plan Final		25
Letter		4
SCW Consulting	1	

**I will be happy to answer any questions you might have throughout the course; however, the syllabus contains a lot of information you may need. So be sure to check the syllabus first.

Assignment Submission

1. All assignments should be submitted to SCW (Sogang Center for Writing) Writing Management System (<http://writing.sogang.ac.kr>). All assignments are due on 11:59 pm on the due date.
2. My feedback on your assignments will be submitted to SCW Writing Management System. If you log-on to the system, you can see and download my feedback, learn about announcements and even do timed writing there. So familiarize yourself with the system.
3. The penalty for the late submission will be applied at the 25%, 50%, 75% and 100% deduction rate for each additional date.
4. Use the notice function in SCW website. I can respond to you there. More serious or long inquiry, use your email to communicate with me.

Attendance & Participation (5%)

Class attendance is an essential part of the learning experience and an absolute requirement.

1. I want to acknowledge diligence and effort for classroom attendance. One extra point (1%) will be given to those who come to all classes without any excused or unexcused absence, late arrival or dearly departure. An extra point (0.5%) will be given to those who come to all classes but have only one late arrival or early departure.
2. If you have documents to get excused for your absence, submit your documents to the office of Humanities (J604).
3. If you miss class, you are required to let me know at least one day ahead of the scheduled class by email. It helps me to re-arrange group works.
4. I will not be able to offer any tutoring for those who miss class. It is your responsibility to find your classmates who can help you with the missing works.

Active participation is critical for acquiring valuable learning experience.

1. The course will use a number of activities that are designed to facilitate your active participation. Without active participation, it is difficult for you to develop knowledge and skills using discourse analysis. For this reason, if your participation is noticeably absent, I will want to speak to you to discuss ways not to lose any points.
2. The following behaviors will be penalized (2-5%) if they are repeated: sleeping, dozing, using mobile phone, refusing to answer, not participating, going out of the classroom during the class period and/or other distracting behavior.
3. All rules become effective as of Mar 2nd, 2016.

Speech Note (10%)

Your participation in this course is essential to develop the ability to understand the course content and to communicate informed views. This ability is not developed overnight but through regular and consistent practices. Speech note is a great way for you to make meaningful and informative contribution while reducing anxiety in

participating discussions. Bring a plain notebook to every class. You will be asked to write on it multiple times in each class before you speak. I will browse your notebooks twice to check if you have utilized the notebook.

Grading Criteria (Poor << 1 2 3 4 5 >> Excellent)

Your speech note offers strong evidence that you use it regularly to reflect on discourse issues and to participate in classroom activities such as offering your opinions, sharing your ideas and analyzing course contents.

Timed Writing (20%)

Writing is an excellent way to help you understand and learn the course contents. Throughout the semester, I will ask you to do several timed-writings using SCW on-line management system on the assigned reading or class discussions. By far, this is the most effective way of improving students' content knowledge while developing their writing skills. This is a proven method of facilitating your critical and creative thinking skills. To do well, it is of utmost importance that you come prepared and participate in class activities actively because your writing tasks are connected to them.

Procedure

1. In class, I will let you know when the timed writing should be done (e.g., April 3-4). During this time, you should log onto SCW course website to find Timed-Writing menu.
2. Once you log-on, you will have to respond to one writing prompt within the time period that was determined in the system (e.g., 40 minutes or 60 minutes).
3. Once you are done, you can save and log-out.
4. During timed-writing, you can save your writing. But the total amount of time you can use is set and therefore, you are strongly encouraged to stay with the task once you begin. You will not be given any second chance after the designated time.
5. You will do timed-writings multiple times throughout the course. Then, you will be asked to choose one or out of two or three timed writing and I will grade what you select.

Personal Statement on Teaching (Draft & Final)

In the first half of the course, you will learn about how to write thesis-oriented or argumentative essays; this type of writing accounts for 70-80 percent of academic writing. For this reason, this task of "Personal Statement on Teaching" is designed to walk you through complex writing processes in a step-by-step fashion; you will experience the entire process of building coherent argument, from gathering resources, brainstorming ideas, selecting and judging information, writing and revising drafts.

Please note that this task requires you to go beyond writing personal letter type of writing that simply states one's like or dislike about teaching or drawing exclusively on

personal experience. Instead, you will need to develop teaching principles or methodological perspectives that are informed, reflective, defensible and thus convincing. The statement therefore needs to include some content knowledge derived from L1 & L2 composition research, English teaching or education and incorporating them into your personal characteristics. The submission version of the statement must be about 1000-1250 words plus reference.

The essential components you need to include is as follows.

- 1) Introduction sections that introduces your teaching principles (e.g., important background information, summary of the principles or personal styles or characteristics).
- 2) Main body of the statement that proposes your teaching principles that describes your position on teaching English writing. In this section, you should demonstrate that your positions on L2 writing are not just your own dogmatic view but one that is informed by current thinking in the field and thoughtful reflections of the students and situations you will likely to face. Include at least 4 external resources other than the assigned textbook or articles using scholarly articles/books, internet resources, media reports or commentary and etc).
- 3) Some descriptions or examples as to how your teaching principles can be realized into actual or concrete teaching tasks or activities.

Grading Criteria (Poor << 1 2 3 ... 8 9 10 >> Excellent)

1) Cogency of the main argument

Main arguments are clearly presented. Stating the main argument once is not sufficient. You need to develop logical arguments and substantiate them with evidence and examples. The entire essay should be organized to serve the main arguments consistently and coherently by providing components such as introduction, main body and conclusion that function adequately.

2) Creativity or Originality of the thesis

The essay presents unique and original ideas about the topic. While it is acceptable that you use ideas presented in others' writing, you have to personalize or tailor them into your own needs. The originality or creativity can be revealed in various ways, for example, in how your principles adequately represent Korean contexts, how your principles extend existing theories of teaching writing, how your principles are generative of interesting teaching methods, or how your principles reflect your personality or personal styles.

3) Understanding of the sources

The essay is based and built upon what others (source materials) have done on the same topic. Otherwise, your principles are likely to remain personal reflection or common-sense based trivia. For this reason, the essay should demonstrate accurate understanding, thoughtful reflections and insightful analysis of the

sources. The essay includes 3 external resources other than those that are assigned in the course.

4) Language use

The language use in the essay is effective, fluent and adequate without substantial errors or mistakes that often deters or obstruct readers' understanding. The fluent use of language involves a good use of vocabulary, command of grammar and discourse coherent control over various linguistic resources.

Draft

This draft is designed for me to intervene in your teaching statement and to give you some guidance. It also helps you think longitudinally rather than writing at the last minute. Write a 600-700 word long document taking into account the above grading criteria.

Lesson Plan

Your lesson plan is to display your knowledge and skill to apply the principles of teaching L2 writing to classroom teachings. Unlike the traditional method that regards lesson plans as "to do lists" or "execution plans," I want you to consider lesson plan to be a kind of *research plans* that make you think about students' current state of learning, generate adequate goals for them, recognize their learning processes and analyze if and what they accomplish. The final product for this task should be two lesson plans (two classes) that are inter-related as one coherent unit. The lesson plans also have to correspond with your personal statement on teaching.

Lesson Plan Draft: 10% (Group Work 4-6 people)

Based on what has been discussed in the class, write a 4-8 page long (1000-2000 words) lesson plan draft. The idea behind having you work on the draft is to give you opportunities to pay attention to classroom realities in planning teaching while accommodating approaches and methodologies of teaching writing from the research literature. This draft also serves as a means of communication with your classmates and me to solicit ideas and suggestions. Your draft should not be an outline form that simply lists bullet points. This has to be in a descriptive format that offers the followings:

1. Plans that match to conceptual or theoretical guidance presented in your personal statement on teaching.
2. Description of your students: Who are they? What are their current states of learning?
3. Justification of your aspirations for your students with your lessons. These aspirations become your goals in your lesson plans.
4. Three column structures that explains (1) things to do (2) expected response and (3) evaluation of the teaching.
5. Incorporation of class readings and discussions.

Based on your draft, you will present your lesson plan to the class. In this session, you should gather as much as feedback from me and other classmates.

Lesson Plan Final: 25% (Individualized Work)

From your presentation, you will gather a number of feedbacks and comments on your draft. Then, you revise your lesson plans according to the feedback and discussion with me and your classmates. In grading your plans, I will be lenient on your draft but firm on your final draft because revision process truly helps you deepen your understanding of teaching and refine teaching craft. The final version should be more than a list of loosely connected activities. Rather, it must display your understanding of students' current level, your goals for your students and action strategies to close the gap between the two. Try to place more focus on what students learn, than what you teach. For this task, you will need to familiarize yourself with some technological materials, such as a digital camera, a scanner, PowerPoint, software and websites.

In the final version, you should include the following.

1. Your revised personal statement on teaching that explains how you organize your lesson plans and what the significant outcomes you expect from your students. Also include explanation of how you incorporated feedbacks you have received.
2. Description of your students: Who are they? What are their current states of learning?
3. Justification of your aspirations for your students with your lessons. These aspirations become your goals in your lesson plans.
4. Fill out the three columns (Things to do, expected response and evaluation)
5. Incorporation of class readings and discussions.
6. Submit your lesson plan in one file.

Grading Criteria (Poor << 1 2 3 ... 23 24 25 >> Excellent)

1. Lesson plans are thematically coherent and organizationally systematic. Two lessons are thematically and logically connected such that students are guided systematically. The methodologies or techniques used in the plans are to be empirically defensible.
2. Lesson plans contains system that help teachers identify, recognize and reflect what is being carried out so that they can help teachers plan better in the future.
3. Use activities that offer opportunities for students to practice language and to process content adequately and sufficiently.
4. Lesson plans contain thoughtful and insightful understanding of what classroom interaction looks like. Classroom teaching involves contingent, spontaneous and improvised handling of the situations. The plan contains some concrete plans to deal with contingencies classroom interaction will manifest.
5. Lesson plans focus on learning than teaching. It has concrete learning goals for students and plans to guide the students towards the desired goals at the end.

Letter (4%)

You need to attach one page (250-300 words) letter to the last page of the lesson plan and personal statement of teaching. In this letter, you should discuss and reflect on how

your final lesson plan incorporates, applies and refines various feedbacks you received from me, SCW and/or your classmates during the semester. You are not required to incorporate or agree with all comments you have received. However, you need to justify your decisions of not including some/any of the feedback. You will be graded according to whether your argument in the letter is logical, reasonable and substantial. You can write this letter either in Korean or English.

SCW Consulting (1%)

Sogang Center for Writing (SCW) offers tutoring services for undergraduate students who are to carry out various writing tasks. Once you complete your draft (book review, micro argument essay or final paper), use SCW tutoring service. According to SCW system, you need to submit your draft before your tutoring session. Log-on to SCW web to find tutoring application system (<http://writing.sogang.ac.kr>) and complete the process. Once you have a tutoring session, you will get 1 point.

Plagiarism

When you copy a sentence or more from the sources without citing them adequately, it becomes plagiarism. I take this matter very seriously. Persons who are suspected of plagiarism will get a penalty (10% of the course score) and warning. The second time will result in an F grade and you will be reported to the school officials.

Note on Classroom Discussion

This class will have many discussions both in small group setting and of the entire class. There are several benefits of participating classroom discussions.

- ✓ It helps you explore a diversity set of perspectives
- ✓ It helps you become committed and connected to a topic
- ✓ It increases your awareness of and tolerance for ambiguity or complexity
- ✓ It helps you recognize and investigate their assumptions
- ✓ It encourages attentive, respectful listening
- ✓ It increases intellectual agility
- ✓ It affirms that you are a co-creators of knowledge
- ✓ It develops the capacity for the clear communication of ideas and meaning
- ✓ It helps students develop skills of synthesis and integration

Schedule

Mon	Week: Date	Reading (Page numbers)	Assignment & Activity
Mar	W1: 2	Introduction	
	W2: 7	Cooper & Patton Ch 1	
	W2: 9	Personal Statement Samples	
	W3: 14	Cooper & Patton Ch 2 (p.22-37)	
	W3: 16	Cooper & Patton Ch 2 (p.37-52)	
	W4: 21	Cooper & Patton Ch 3 (p.53-62)	
	W4: 23	Cooper & Patton Ch 3 (p.62-76)	
	W5: 28	Cooper & Patton Ch 4 (p.77-91)	
	W5: 30	Cooper & Patton Ch 4 (p.91-103)	
Apr	W6: 4	Cooper & Patton Ch 5 (p.104-116)	
	W6: 6	Cooper & Patton Ch 5 (p.116-130)	
	W7: 11	Cooper & Patton Ch 6 (p.131-157)	
	W7: 13	Two Argumentative Essays	Election Day: No Class
	W8:18-22	Midterm Examination: No Exam	
	W9: 25	Cooper & Patton Ch 7 (p.157-175)	Jigsaw Reading
	W9: 27	Cooper & Patton Ch 7 (p.176-199)	Personal Statement Draft Due (30 th)
May	W10: 2	Cooper & Patton Ch 8 (p. 200-214)	
	W10: 4	Ferris & Hedgecock (2014)	
	W11: 9	Ferris & Hedgecock (2004)(p.72-96)	
	W11: 11	Ferris & Hedgecock (2004)(p.97-123))	
	W12: 16	Echevarria et al (2014)	
	W12: 18	Richardson (2004) & Lesson Plan Samples	
	W13: 23	Lesson Plan Draft Presentation 1	
	W13: 25	Lesson Plan Draft Presentation 2	Lesson Plan Draft Due (28 th)
	W14: 30	Peregoy & Boyle (2016)	
June	W14: 1	Gallagher (2006)	Personal Statement Final Due (4 th)
	W15: 6	Ferris (2003)	
	W15: 8	O'Malley & Pierce (1996)	
	W16: 13	TBA (To Be Announced)	
	W16: 15	Lesson Plan Final Presentation	Lesson Plan Final Due (18 th)
	W17:20-24	Final Examination: No Exam	