

Academic Writing Seminar for Graduate-Level English Learners in the College of Education: A Mixed Methods Study of Instructional Feedback and EL Student Writing

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Background and Significance

The State of California has a particularly diverse demographic and linguistic composition, presenting both challenges and unique opportunities for teaching and learning in the state's public educational system (Aminy & Karathanos, 2011). Currently, more than 40% of California's K-12 students speak a primary language other than English (representing 56 different primary languages), and 25% of these students are classified as English learners (California Department of Education, 2009). Our universities are equally diverse. In the California State University (CSU) system, 50% of all students come from culturally and/or linguistically diverse backgrounds (CSU, 2007). Researchers estimate that 60% of students who enroll in the state's public universities are required to take remedial English courses. Two thirds of these students are English learners (ELs) (Scarcella, 2003).

Given the linguistic diversity and high percentage of ELs in our CSU system, it is logical that a number of students who enroll in professional preparation programs in the field of education in the CSU system are ELs who struggle with academic English. Because the CSU system does not currently include EL status in demographic information collected on students in The College of Education programs, it is difficult to estimate exactly how many English learners enroll in professional education programs overall in the state of California, and in particular, at San José State University (SJSU). However, based on a previous research project in which faculty in SJSU's Lurie College of Education were surveyed about the English learners they serve (Karathanos & Mena, 2009), we estimate that ELs comprise anywhere from 15%-25% of students enrolled in SJSU College of Education courses.

Serving these students is an increasingly important consideration for faculty at SJSU and other CSU's. Many of these educational professionals are teacher candidates who earn their credentials to work with an equally diverse K-12 student population, including many ELs. More specifically, when teacher candidates complete their credentials in California, they are certified with an EL authorization signifying their mastery of second-language acquisition principles and their ability to support the needs of EL students as well as promote academic language development in English among multilingual students. These teaching candidates will teach content specific or general writing skills to their students; they will be writing models for their students; and they will need to use academic writing in their preparation and professional work.

English Learners in the College of Education

EL students in the College of Education are primarily graduate students enrolled in credential, certificate, and masters programs. These students represent a wide range of backgrounds. The majority of students identify themselves as having primarily Spanish, Chinese, and Vietnamese native language backgrounds. Some of the students are recent immigrants to the U.S. Often, these students have taken courses or received tutoring in developing English as a second language and are aware that they have not yet developed full proficiency in academic English. Other students are indigenous language minorities, born and raised in the U.S., and “Generation 1.5 students,” born abroad but educated in U.S. K-12 schools (Harklau, Losey & Siegal, 1999). Often, these students are surprised to learn that they retain features of their non-native languages in their writing and that the papers they have written for their classes include a number of grammatical, syntactical, pragmatic, and/or other usage errors. Their surprise at feedback from their instructors may stem from experiences in previous schooling where they had been awarded satisfactory or high grades for similar writing. According to Scarcella (2003), inadequate attention has been given to the academic language difficulties of English learners in their prior schooling. Furthermore, these students (many of whom have completed much or all of their elementary and secondary education in the U.S.) are not even aware of the difficulties they have with their academic English.

Graduate-Level English Learners

While programs have been established to support secondary level ELs in their transition from high school to institutions of higher education (IHE) [Alamprese, 2004], limited attention has been given to how to support upper division or graduate-level ELs who struggle with the academic language demands of their college or university disciplinary courses. Research indicates that many EL students frequently struggle with academic language skills including grammar, vocabulary, and writing throughout their postsecondary schooling and beyond (Taceli, 2004). As EL students “...emerge as members of their fields through upper-division and graduate courses, they also continue to emerge as writers—often in ways unique to their cultural and linguistic backgrounds and educational and other social experiences” [Conference on College Composition and Communication (CCCC), 2009].). Yet, due to a paucity of research and faculty professional development opportunities in this area, IHE instructors often lack the knowledge and skills to provide appropriate writing support for EL students (Cox, 2011; Johns, 2001).

The professional literature on writing across the curriculum (WAC) and writing in the disciplines (WID) indicates few studies focused on the experiences of graduate-level EL writers in academic courses (Cox, 2011; Cox & Zawacki, 2011). Rather, previous and current L2 writing research has focused primarily on EL writers in ESL/TESOL or composition course contexts. As a result, researchers highlight the need for WAC programs and research to be more inclusive of L2 writers and to focus on effective ways of supporting ELs across the curriculum. In particular, scholars emphasize the need for more collaboration among university campus programs to offer support for EL students writing across the curriculum and in graduate programs (through, for example, stand-alone writing courses for graduate students) [Cox, 2011]. They also highlight the need for university faculty to conduct more qualitative research on EL

writers through surveys or interviews in order to learn more about students' writing histories, writing experiences and needs, expectations from classes, and strengths to build upon. Scholars further underscore the importance of learning about the wide range of EL groups and backgrounds represented in disciplinary courses and drawing on L2 writing literature to better serve these students (CCCC, 2009; Cox, 2011; Johns, 2001). Lastly, researchers call for an increased focus among faculty on teaching disciplinary content and discursive practices in addition to academic English literacy conventions (Ferris & Hedgecock, 2005).

An action research project previously conducted by one of the current proposal authors and a colleague in the Lurie College of Education (COE) revealed data consistent with the professional literature indicating more attention is needed to better supporting EL student writers in graduate-level courses. For example, a survey of 32 faculty members in the COE showed that while faculty felt they were able to support EL students with their academic writing in their content-courses to some extent, faculty also felt that they faced a number of barriers to providing these students sufficient instructional support. Examples of barriers faculty identified included a lack of strategies, resources, and models for providing effective feedback on student writing as well not having enough time to address patterns of writing errors with individual or small groups of students (Karathanos & Mena, 2009). Likewise, results of a survey administered to 202 COE students, of whom approximately 40% were ELs, indicated that ELs felt the need for more support from faculty in improving their academic writing skills (Mena & Karathanos, 2009). For instance, while 79% of ELs reported they felt they needed to work on improving their academic writing skills, only 45% reported that their instructors had ever discussed with students how to improve their writing. EL student survey responses also revealed the desire among ELs for more faculty feedback. More specifically, ELs desired more comments about their writing throughout their papers (vs. receiving only summary comments at the end), more models of effective writing, and more detailed explanations of faculty feedback on their writing (ideally during in-person meetings with the faculty member).

Project Description and Outcomes

Our project garners needed writing support for graduate EL students including Generation 1.5 students and under-represented minority students (URM) in our COE. Additionally, the project addresses the gap in the research on graduate-level EL writers in content-area classes.

Our project will

1. provide writing support via a tuition free *Academic Writing Seminar* (AWS) to high need graduate-level COE students including URM students and English learners (*Generation 1.5 students*, recent immigrants, and international students) at SJSU .
2. identify student characteristics and needs and further develop curriculum for the AWS, a seminar for teachers and future education professionals in the COE.
3. explore effective approaches (strategies, resources, and models) for providing feedback to EL graduate-level COE students at SJSU. Researchers/Instructor will then share findings

(via publication and presentation) with other SJSU faculty and the broader academic community.

Methods

This study will take place in the COE at SJSU. The participants in the study will be the graduate students enrolled in the AWS. We will address the writing support needs of all enrolled students while focusing our research on the ELs in the course. To address project goals two and three (listed above), we will conduct research on the students' backgrounds, writing experiences, self-efficacy in writing, instructional feedback preferences, changes in writing skill, and emerging themes. Our research questions are:

1. What are the demographic, educational, and linguistic backgrounds of EL graduate-level COE students enrolled in the AWS?
2. What are the academic writing histories (e.g. writing specific course, tests taken) and current academic writing struggles of these EL graduate students?
3. What are the EL students' levels of self-efficacy in academic writing?
4. What changes occur in EL students' writing skills as they participate in the AWS?
5. What teaching/feedback approaches do EL students find most beneficial in further developing their academic writing skills?

In order to best address these questions we will employ qualitative and quantitative measures and engage in an instructor/researcher partnership. The partnership will entail collaboration between Dr. Katya Karathanos and Dr. Rebekah Sidman-Taveau who will alternate teaching and research responsibilities. The purpose of this partnership is to gain emic and etic perspectives on the data (Patton, 1990). While the teacher implements the instruction and provides important contextual insights and an insider view, the researcher facilitates the research responsibilities and offers essential checkpoints for the analysis and interpretation of data.

The instruments we will use include a background questionnaire, direct observation, and course documents including samples of student work and student reflections on their writing. We will also document student-initiated writing questions or topics of interest. In addition, we will administer surveys on student self-efficacy in writing and participant feedback preferences. We will analyze data descriptively and inferentially. For example, we will compute means and percentages of responses on demographic survey items and Likert-scale items measuring feedback preferences and levels of self-efficacy. We will examine and code open-ended survey items and other qualitative data sources for emerging themes. After establishing provisional data categories from emerging themes, we will re-examine and refine categories through follow-up data analysis (Lincoln & Guba, 1985).

We propose three phases of research:

1. an exploratory pilot study in spring 2013,
2. data analysis and curriculum refinement in summer 2013,
3. evaluative research in the fall 2013.

Project Components

The research will be conducted from spring 2013 through fall 2013 with the offering of the *Academic Writing Seminar*, a course modeled on the teaching and curriculum development of Dr. Katherine Davies-Samway, who taught the *Academic Writing Workshop* in the COE for several semesters. Dr. Samway's course was designed to support struggling writers in the COE, but is no longer being offered by the College.

Description of academic writing seminar spring 2013.

The AWS is designed to support credential, certificate, and masters candidates in their academic and professional writing. The course will take an inquiry-based approach with class sessions structured around student questions and issues emerging in student writing for other course assignments and professional writing activities. Students will receive support in the writing process and explicit instruction on the conventions of academic writing via class sessions, regular individual conferences, and online dialogue. They will learn how to

- plan and edit their writing.
- identify different genres in academic writing.
- apply academic writing style, organization, grammar, mechanics, and citation format.
- develop general and discipline-specific academic vocabulary.
- read academic writing rhetorically in order to bring further knowledge to their writing and research.

Please see attached the proposed "Academic Writing Seminar Syllabus" for a complete set of objectives and tentative course schedule. Currently, we have approval from our department Chair, Mark Felton, to run the AWS through the Department of Secondary Education in spring and fall of 2013.

Tuition and funding for the academic writing seminar.

We would like to request that the writing instructor teach the AWS through the .2 release time offered by the AANAPISI grant while the primary researcher facilitates the research, also through .2 release time offered through the grant. We would each like to request this release time for two semesters, spring 2013 and fall 2013. Additionally, we would each like to request .1 summer pay for research in summer 2013 (Please see summary of requested funding under "Budget," pages 7-8)

One purpose of funding this course through the grant is to be able to offer the course for credit with the option of a tuition waiver. The rationale for the tuition free AWS is to enable low-income students to enroll in the AWS without financial hardship. A second purpose of funding the course through AANAPISI is to be able to place a pedagogically sound cap of 20 students in the course.

Currently, enrollment caps in the COE are 36 students. However, research has shown that students in smaller classes are more deeply engaged in their coursework and develop their writing skills more than students in larger classes. Students who develop their writing skills, perform better in their academic work overall and persevere more in completing their degree. Consequently, institutions offering smaller classes attract more students and retain them at a higher rate for the completion of their degrees (Horning, 2007). Knowledge about smaller writing classes is also reflected in the CCCC 2009 “Statement on Second Language Writing and Writers.” The guidelines for “Writing Intensive Courses” include the following: “Enrollments in mainstream classes with a substantial number of second language writers should be reduced to a maximum of 20 students per class” (CCCC “Position Statement”, “Part Two, Class Size”).

The potentially tuition free status of the AWS is also essential because of the student groups served and the way those students are referred to the course. In past semesters of the comparable *Academic Writing Workshop (AWW)* taught by Dr. Davies-Samway, more than half of the course was composed of ELs. The EL students in the AWW included recent immigrants, international students, and Generational 1.5 students, many of whom were URMs. These students were referred to the course based upon their performance on departmental entrance writing exams in the COE, faculty recommendations, or student self-referral. We plan to use these referral processes, and we aim to enroll diverse groups of students who are in need of writing support. However, one problem of a writing support seminar for tuition is that low-income students, often URM students referred to the course, confront the double penalty of being required to complete and finance an additional class (Discussion with Dr. Quintanar, Faculty Writing Workshop, Fall, 2012). Furthermore, students who might otherwise volunteer to take the course may be deterred by the additional tuition.

In summary, offering the AWS tuition free through the AANAPISI grant opens doors for low-income students and URM students. The proposed student enrollment cap of 20, which is founded on current research-based pedagogy, will also allow us to provide quality-individualized instruction to these students.

Timeline

Spring 2013 (pilot study). In phase one of the study, the researcher and instructor¹ will focus on collecting the following data from student participants in the AWS:

- demographic information
- linguistic backgrounds
- writing experiences
- self-efficacy in writing
- current writing challenges
- preferred forms of feedback

Summer 2013. In phase two of the study, the researcher and writing teacher will analyze the data from spring 2013, refine curriculum, and expand as needed on the research questions in preparation for fall 2013. They will also prepare a conference presentation for fall 2013 and

¹In spring 2013, Dr. Sidman-Taveau will serve as the course instructor, and Dr. Karathanos will assume the role of the primary researcher. In fall 2013, Dr. Karathanos will serve as the course instructor, and Dr. Sidman-Taveau will assume the role of primary researcher.

eventual publication. The .1 summer pay we request for both faculty members will be used to collaborate on this data analysis and curriculum development.

Fall 2013 (evaluative research). In phase three, the researcher and AWS instructor will continue each at .2 into the evaluative phase of research. Our goals for this phase of the research are to

1. outline effective strategies, resources, and models for providing feedback to graduate-level students in the COE and, in particular, ELs.
2. revise curriculum based on the findings from spring 2013.

Post-fall 2013. Our goal is to continue to implement curriculum for the AWS, to find viable ways of funding additional seminars for graduate-level ELs, and to share our findings (via publication and presentation). Ideally, this research would continue for several years in order to obtain data for a longitudinal study.

Budget

Spring 2013:

.2 release time for primary researcher (Katya Karathanos)
.2 release time for AWS instructor/co-researcher (Rebekah Sidman-Taveau)
\$250 for materials (course handouts and copies of student papers for data analysis)

Summer 2013:

.1 summer pay for primary researcher (Katya Karathanos)
.1 summer pay for (spring instructor) co-researcher (Rebekah Sidman-Taveau)

Fall 2013:

.2 release time for primary researcher (Rebekah Sidman-Taveau)
.2 release time for AWS instructor/co-researcher (Katya Karathanos)
\$250 for materials (course handouts and copies of student papers for data analysis)

Potential Contribution for Improvement of Education

This research aims to contribute directly to the goals of the Asian American Native American Pacific Islander Serving Institutions (AANAPISI) project. The AWS, as presented in this proposal, will provide targeted writing support to Asian American, Generation 1.5, and other Under-Represented Minority (URM) graduate students in the COE at SJSU. Additionally, our research will address a gap in the literature on EL graduate students in COE programs. Our findings will fulfill an important need to further knowledge of effective approaches for providing instructional feedback on writing to EL graduate students.

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DRAFT SYLLABUS

**San José State University
College of Education/Department of Secondary
Education
Course Number, ACADEMIC WRITING SEMINAR,
Section, Spring, 2013**

Instructors:	Dr. Rebekah Sidman-Taveau and Dr. Katya Karathanos
Office Location:	(Building and room number)
Telephone:	(area code) (telephone number)
Email:	Rebekah.Sidmantaveau@sjsu.edu katya.karathanos@sjsu.edu
Office Hours:	By appointment Face to Face before each class, Virtual/D2L after class
Class Days/Time:	
Classroom:	(Building and room number)

Copies of this syllabus, assignment handouts, readings and resources may be found at <https://sjsu.desire2learn.com/>

Course Description

This course is designed to support teaching candidates in their academic and professional writing. The course will take an inquiry-based approach with class sessions structured around student questions and issues emerging in student writing for other course assignments and professional writing activities. Students will receive support in the writing process and explicit instruction on the conventions of academic writing via class sessions, regular individual conferences, and online dialogue. They will learn to plan and edit their writing effectively. They will learn about different genres in academic writing; about academic writing style, organization, grammar, mechanics, and citation format. They will develop their general and discipline-specific academic vocabulary and learn to read academic writing rhetorically in order to bring further knowledge to their writing and research.

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Course Goals and Student Learning Objectives

- Identify, analyze, and evaluate effective features of academic and discipline-specific writing genres (e.g. letters/emails to parents and administration; letters of recommendation; grant proposals) and develop writing expertise in these genres
- Recognize, select, and use writing process activities including a variety of prewriting techniques, organizing, drafting, revising, editing, and reflecting on personal and peer composing process
- Observe and discuss your own and your peers' writing process
- Identify global and local issues in your own and your peers writing
- Provide constructive feedback on peer writing
- Set goals for your writing improvement
- Locate, read, and report on relevant writing topics including writing process and development, organization, style, grammar, mechanics, and word choice
- Identify and use correct surface-structure conventions (including grammar and mechanics) in English writing
- Use resources and references including learner dictionary, word analysis tools (and readings to develop academic and discipline-specific vocabulary
- Use academic and discipline-specific vocabulary effectively in writing
- Employ editorial standards (APA, MLA, other) for citations, references, and general formatting
- Assess progress toward goals for your writing improvement

Required Texts/Readings

Textbook

Hacker, D. & Sommers, N. *A Writer's Reference with Exercises*. Seventh Edition. ISBN: 978-0-312-60147-8.

Library Liaison

Slobuski, Teresa

Phone: (408) 808-2318

Email: Teresa.slobuski@sjsu.edu

Classroom Protocol

Students are expected to:

- Attend every workshop
- Arrive on time and stay until the end of the session
- Turn off all cellular devices during workshop sessions (no text messaging)
- Use laptops only for class related activities

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- Submit work for peer review prior to assigned dates
- Listen respectfully to peers during peer reviews, class discussions, and group work
- Provide constructive and relevant comments during class discussions and peer reviews
- Participate regularly in but not dominate class discussions
- Bring a piece of your academic writing to each workshop, along with the accompanying assignment guidelines; good drafts are OK. You do not need to bring the same piece/assignment to each workshop.

Bring the course text book, *A Writer's Reference with Exercises* to every class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments

Biosheet

- Complete a biosheet and attach a small photograph of yourself to the biosheet. Upload this document in the “Warm up” discussion forum on D2L.

Goal Setting

- Set beginning of the semester goals and respond to an in class writing prompt
- Share your goals with classmates and instructor
- Assess your goals mid-semester and respond to an in class writing prompt
- Set end of the semester goals
- Assess your goals end of the semester and respond to an in class writing prompt

One-on-one conferences with the instructor

- Sign up for, attend, and be prepared for a minimum of three 1-on-1 conferences with the instructor; these need to be scheduled approximately every three weeks. A sign-up sheet will be made available in class and online.
- Bring a piece of your writing to every conference, along with the assignment guidelines—you need to bring a hard copy, even if you also bring your laptop.

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Also be sure to bring your writing learning/teaching points record to each conference.

- For each 1-on-1 conference, bring a different piece or a different section of the same piece of writing that you have conferred on previously with the instructor.
- Reschedule a conference if you miss it, or are not prepared for it (e.g., you don't bring any writing).
- Consider scheduling a conference a week or more before an assignment is due.
- Be prepared to talk about what you would like to do as a writer of academic prose and any struggles you have had.
- Bring questions

Submit your work on line

- Following each 1-on-1 conference, revise your paper and highlight the changes. Then submit the new version online

Professional writing assignments:

- You will write four short texts:
 - 1-2 page letter of recommendation for a student
 - 1-2 *paragraph* response to a parent email
 - 1-2 page (with images) newsletter for your students to show parents
 - 1 page review and guide to the course textbook, *A Writer's Reference*, in letter format to future students of this class

Share your writing with the class

- Share a paper you are working on for another class with the whole class at least once over the course of the semester. A sign-up sheet will be provided.
- When it is your turn to share your writing with the class, send the piece of writing and the assignment guidelines to the rest of the students and the instructor no later than the one week prior to the workshop.
- Share your professional writing texts in groups and occasionally the whole class

Writing Teaching/Learning Points Record

- Keep an ongoing record of the points about writing that you learn about in the workshop; make a record on the *Writing Teaching/Learning Points Record Sheet*.
- These record sheets are intended primarily for you, to refer to as you work on your academic writing in other contexts. Please refer to these sheets when working on papers for your academic classes.
- Make a copy of each completed sheet and hand it in mid-semester and end of semester.

Grading

The Academic Writing Seminar is a Credit/No Credit class. In order to receive credit for the workshop, you must complete all the requirements satisfactorily.

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University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

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SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

VISION/MISSION/VALUES OF THE COLLEGE OF EDUCATION

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, that each is necessary, and neither is sufficient in the absence of the other. The mission of the College is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community. In the college, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all forms of diversity. In addition, we believe that educators at every level must have knowledge of their subject matter and students; value and engage in ethical practice and justifiable pedagogy; and develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities and potentialities. Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review and revise our practice in an ongoing response to twenty-first century issues and circumstances.

DRAFT SYLLABUS

Academic Writing Seminar, Spring 2013, Course Schedule¹

Note: All readings are due before class on the day they are assigned. “WR” is the course text, “A Writer’s Reference” 7th Edition with Exercises (Hacker & Sommers)

Week	Date	Topics	Assignments Due
1		Introductions and Course Overview Goal Setting Guidelines How to use the course textbook	
2		Overview of Writing Process In Class Reflection 1: Your writing Process and Course Goals	Biosheet WR: Tab C1 “Composing & Revising, Planning” pp.3-14
3		Sample Student Writing How to give Constructive Feedback on Writing Revisions Symbols	WR: Tab APA 5 Manuscript format; sample paper, pp.535-549
4		Student Writing 1 Mini Lesson: Planning your Writing (Project management)	Bring course syllabi, agenda calendar,/due dates WR: Tab C2 “Composing & Revising, Drafting” pp. 15-21 and Tab APA 1 pp.496-500
5		Student Writing 2 Mini Lesson: Academic Writing Overview (Academic language and writing conventions)	Rough Draft of Student Letter of Recommendation WR: Tabs A1-A2 Academic Writing pp.69-93. C5-f p.58
6		Student Writing 3 Mini Lesson: Organizing your paragraphs (Transitions, topic sentences, headings)	WR: Tab C4 “Composing & Revising, Writing Paragraphs” pp.33-46
7		Student Writing 4 In Class Reflection 2: Assess your process and revisit your course goals	WR: Tab C3 “Composing & Revising, Revising” pp. 21-32. Revised Student Letter of Recommendation
8		Student Writing 5 and 6 Mini Lessons: Sentence level editing (Runs, Commas Splices, sentence fragments,)	WR: Tabs G 5 sentence fragments pp.238- 244 and G6 Run-on Sentences pp.245-251

¹ Please note that the topics listed are tentative and may be modified based on topics of importance identified in a student needs assessment given at the beginning of the semester.

DRAFT SYLLABUS

Week	Date	Topics	Assignments Due
9		Student Writing 7 and 8 Mini Lessons: Punctuation (commas) and other Grammar topics as needed. Review of textbook resources (index)	Rough draft of Email to parent WR: Tabs P1 The Comma pp.293-307 and P2 Unnecessary commas pp.307-312
10		Student Writing 9 and 10 Mini Lessons: Punctuation (semi-colons and colons) and Grammar topics as needed	Revised Email to Parent WR: Tabs P3 The semicolon and the colon pp.313-318
11		Student Writing 11 and 12 Mini Lesson: APA in text citation	WR: Tab APA 2 Citing Sources & 3 Integrating Sources pp.500-515
12		Student Writing 13 and 14 Mini Lesson: APA Reference List and Formatting	Rough Draft of Newsletter WR: Tab APA 4 List of References pp.515-535
13		Student Writing 15 and 16 Mini Lesson: Word Level Editing (Word Choice and Grammar Topics)	WR Tabs W4 Word Choice, Appropriate language pp.173-181 and W5 Exact Language pp. 181-187
14		Student Writing 17 and 18 Mini Lessons: Word Choice and Proofreading	Revised Newsletter Skim WR Tab W1 Glossary
15		Student Writing 19 and 20s Mini Lesson: Summary of Topics	One page review and guide to A Writer's Reference for future students in this class
Final Exam		Final In Class Reflection 3	Final Newsletter

How to read/use your textbook, A Writer's Reference:

Find the tab letter indicated and go to the assigned page number. Pay special attention to the blue headings reading them carefully in order to predict the contents. Skim the content under the blue headings briefly in order to confirm or expand your prediction about each of the topics and to know where the information is located. When you get to any part that is new or more difficult for you, slow down and read more actively. Take notes in the margins or add post it notes with questions, summary phrases or comments to help you process the readings. Because this course is designed to support you in your writing for other courses, the exercises will not be required automatically. Instead we will decide as a class, and on an individual basis, which exercises need to be completed for further review. As you receive feedback on papers, look up trouble areas in the index.