Abstract

This poster describes how a TAMUCC L2 writing instructor with TESOL expertise, and an instructor for a one-hour seminar with no TESOL expertise developed an integrated learning experience to serve the needs of their shared L2 writers. Challenges for accomplishing course objectives and key components for successful integration are presented.

The Challenge

- L2 Students in my class are not considered “college ready.”
- However, my students must complete the L2 writing class meeting the same standards and learning outcomes as those set in mainstream composition classes.

How to Accomplish This Goal?

- These students are amazing
- Class is well-designed
- Need to re-conceptualize the integration between composition and seminar through
  - Reading Support
  - Writing Support
  - Research Support

Seminar Integration, Part #1: Reading Support

- Make explicit connections to pre-, during, and post- reading
- Read for seminar the day before reading is used in composition course...use reading guides, discussion questions, etc. to guide reading discussions
- Graphic Organizers

Seminar Integration, Part #2: Writing Support

- Discuss Writing Projects all together (combine composition/seminar on these days)
- Seminar day for brainstorming
- Using set of readings, do in-class writings, weeks 6 (second day) through week 11 (day 1), daily in-class writings (9 total) with three sections each
  - Summary
  - Synthesis
  - Critique

Seminar Integration, Part #3: Research Support

- CASA Workshops (three workshops)
  - Synthesis Workshop, APA citation, Research and finding sources (strategies for research writing)
- Annotated Bibliographies - Done in class, one to two per day. Each should include:
  - Source Summary
  - CRAAP Test Evaluation
  - Current Synthesis Uses
  - Additional Synthesis Potential