

Brittany Dortch
Gonzaga University
Conference Proposal: Spokane Regional ESL Conference

Title

Academic Writing: University Expectations and TESOL

Biography

Brittany Dortch is an MA/TESL student at Gonzaga University. Her research and passion is focused on academic writing and curriculum development. She is currently developing a curriculum in this area and hopes to share her findings with the university and any other institution. She will graduate May 2015.

Session Description

This session will present survey results regarding teacher expectations and perceptions of students' academic writing skills. This survey was administered to 90 undergraduate faculty members at Gonzaga University. Survey participants were asked the following: what type of writing assignments they implement in their course(s); what skills and characteristics they expect students to demonstrate in their writing; what areas of students' writing they perceived to need improvement; and what their primary focus is when giving feedback on students' writing. Implications of the data reflect expectations and perceptions of academic writing skills university faculty members expect students to demonstrate. The data also reflects possible adjustments and/or improvements needed within the TESOL community in order to better equip students in their academic preparation. In addition, participants were asked to provide a definition of critical thinking within the context of their field. This data has been synthesized to a culminating definition of critical thinking for five areas of study: business, engineering, English, history, and philosophy. Using a version of Bloom's Taxonomy, definitions provided for each field were derived from common verbs used in each participant's definition. The collection of these verbs was used to form working definitions that would reflect each of the five fields. This presentation will discuss the survey results and its impact within the TESOL community.

Summary

This presentation will present survey results on university expectations and perceptions of students' academic writing skills, discipline-specific definitions of critical thinking, and their impact in TESOL.