Middlebury Institute *of* International Studies at Monterey

SYLLABUS: EDUC 8560 — TEACHING OF WRITING
Fall 2017

Dr. John Hedgcock

Meeting Times: TR 10:00-11:50 **B209**

Office Hours: 30-minute time slots gladly scheduled by appointment

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Course Description and Summary of Goals

EDUC 8560 surveys theoretical and practical dimensions of the learning and teaching of academic ESL/EFL/EIL writing skills, with particular reference to current, influential ideological paradigms. By participating actively in this course and successfully completing assignments, you will be able to:

1. Describe dominant theoretical, empirical, and ideological foundations of contemporary L2 writing instruction with authority;
2. Discern your own and your students' processes and strategies as writers;
3. Examine and understand the unique needs of L2 writers;
4. Examine and understand L2 texts;
5. Select appropriate input materials for effective L2 writing instruction;
6. Design appropriate materials and tools for effective L2 writing instruction;
7. Plan and deliver effective L2 writing instruction;
8. Plan and manage effective peer and expert response;
9. Design and deploy effective tools for assessing L2 student writing.

Reading selections, assignments, and classroom activities are intended to help you work toward these aims with your own professional aspirations in mind. Topics addressed in assigned reading selections and instructional activities include: the historical origins of writing, theories of academic L2 composing and rhetoric, relationships between L1 and L2 writing processes, models of L2 literacy, socioliterate approaches to L2 composition (including genre studies), instructional design and methods (e.g., syllabus design, text evaluation and selection, materials development, and so on), approaches to expert and peer response, and methods of writing assessment (*viz.,* holistic and analytic scoring rubrics, portfolio evaluation, and so forth). Our ultimate aspiration is for you to become a knowledgeable, capable, creative, and confident teacher of L2 writing.

Course Format

In addition to instructor presentations and interactive discussions, class sessions will include collaborative activities focusing on reviewing, evaluating, adapting, and creating instructional tools for the composition classroom.

Requirements and Assessment Plan

Student Participation and Attendance: Please attend all class sessions, participate actively, and check Canvas postings regularly. Class activities will generally relate to designated readings; classroom exercises will correspond as much as possible to the topical material listed in the course outline. You will benefit from taking careful notes, asking questions, consulting with classmates, checking Canvas, and seeing me during office hours. Poor attendance is likely to damage student performance, and in no case will it be acceptable for students to accumulate more than two hours of unexcused absences (one class day). Students who accumulate more than two hours of absence (excused or unexcused) will be advised to drop.

Archive: Please store all instructional materials and written work completed for EDUC8560 in a digital or physical archive to serve as a resource for your professional portfolio and future teaching practice.

Assignments:

(1) **Journal Entries**

Journal tasks endeavor to: (a) provide opportunities for creating materials and tools for teaching; (b) enhance your understanding of course materials; (c) provoke your thinking as preparation for class discussions and activities; and (d) offer you practice in composing academic prose. Journal entries are further intended to serve as a means of written communication between you and me as we advance through the course material. On occasion, I will ask you to share journal entries via Canvas. To maximize the effectiveness of this process, *please adhere to the deadlines and hand in your work on time.*

(2) **Field Experience Report**

Select **one** of the following options for this task, which will offer you experience observing developing writers in an educational setting. Options (a) and (b) may be undertaken collaboratively, with my permission.

(a) *Classroom Observations*: To complete this assignment, you will conduct *at least two* classroom observations. You may: (i) observe two class sessions of an L2 writing course, spacing your visits by at least two weeks; or (ii) visit one L1 (mainstream) and one L2 writing course, comparing your two observations. You will prepare 1500- to 200-word (six- to eight-page) prose report (not including field notes and appendices) according to the instructions given in Ferris and Hedgcock (2014), Application Activity 3.3. I will recommend observational tools to guide your observational visits and recording. The report must adhere strictly to APA documentation style.

(b) *Pilot Needs Analysis or Case Study*: For this assignment, you will prepare an L2 writer profile based on one of the options presented in Ferris and Hedgcock (2014), Application Activities 5.1-5.2. Your needs analysis or writer profile must total six to eight pages of prose text (excluding any appendices), which must also include a discussion of classroom implications. The final product will adhere strictly to APA documentation style.

(c) *Introspective Process Analysis*: This option will require you to characterize your own composing processes by keeping a longitudinal record of the evolution of a major writing assignment. Instructions appear in Ferris and Hedgcock (2014), Application Activity 3.2.

(d) *Tutoring Assignment*: This task will require you to provide six hours of tutoring assistance to an L2 student writer. You will document and reflect critically on your experiences in a 1500- to 200-word (six- to eight-page) report, excluding appendix material. Details of this option are explained in a separate handout, titled *Tutoring Assignment Guidelines.*

(3) **Response to Student Writing**

In this assignment, you will first work through an iteration of teacher response to authentic samples of student writing; you will next perform a systematic analysis of your feedback. See *Response to Student Writing Assignment* for step-by-step instructions. Note that work for this assignment will be submitted in two phases.

Assessment Criteria

To determine assignment and course grades, I will apply the following performance scale, which aligns with the Institute's *Policies and Standards Manual* (Sec. 5.1) and reflects normative benchmarks for graduate-level academic achievement:

Letter	Range (%)	Grade Points	Rubric	Letter	Range (%)	Grade Points	Rubric
A+	100	4.0	Truly Outstanding	C+	77-79	2.3	Below Standard
A	93-99	4.0	Superior	C	73-76	2.0	
A-	90-92	3.7	Excellent	C-	70-72	1.7	
B+	87-89	3.3	Above Proficient	D+	67-69	1.3	Unsatisfactory
B	83-86	3.0	Satisfactory	D	63-66	1.0	
B-	80-82	2.7	Marginal	D-	60-62	0.7	
				F	50	0.5	Failing

The following weighting system will be used to calculate quantitative course grades:

	Coefficient (Weighting)
(1) Journal Entries	40%
(2) Field Experience Report	30%
(3) Response to Student Writing	30%

Classroom Policies

Late Assignments

Late assignments can be accepted only due to illness, family emergency, and other legitimate reasons related to circumstances beyond your control. Scores on late work will fall by ten percentage points (i.e., a 90 becomes an 80, an 80 becomes a 70, and so forth) for each day the assignment is overdue (including Saturday and Sunday), *unless you alert me and negotiate an extension **in advance***. Materials submitted five or more days late will not be accepted and will be assigned a score of 50%.

Collaboration

The Interaction Analysis assignment requires collaboration with a peer. I will expect all other work submitted for evaluation to be exclusively your own unless you reach an agreement with me in advance.

Plagiarism

Suspected plagiarism on any assignment, regardless of weight, will be treated with utmost seriousness and handled in strict accordance with the procedures specified in the MIIS *Policies and Standards Manual*.

Incomplete Grades

A grade of "I" (Incomplete) cannot be assigned unless serious, extenuating circumstances prevent you from completing all coursework by the posted deadlines. Please consult the current version of the MIIS *Policies and Standards Manual* (PSM) for details concerning the Institute's Incomplete policy. Time shortages related to jobs, personal commitments, and other courses do **not** constitute extenuating circumstances. To request an "I," you must have already completed at least 70% of the compulsory work and must make this request well in advance of the last day of classes. A grade of "I" is **not** automatic; on the contrary, its terms must be arranged by mutual agreement before posted deadlines and should generally be removed before the start of your next semester of study. I would discourage you from even considering the Incomplete option.

Housekeeping

- Please **mute** or **deactivate mobile phones** before class and keep them silent for the duration.
- Use of mobile devices during class is acceptable **only if I have planned a task or activity requiring them**. Typing, texting, checking e-mail, and web-surfing during class are distracting and downright rude. Therefore, mobile devices are simply banned unless we need them to carry out a learning task.
- Help us maintain a clean, odor-free working environment **by not bringing food to class**. Water, coffee, and tea (preferably in closed containers) are fine; kindly enjoy snacks and meals outside of class time or during the pause.

Please avail yourselves of my office hours and scheduled appointments for consultation to avoid conversations before class and during breaks that can flow into class time. If you have a "quick question," kindly ensure that the question is truly "quick"; otherwise, we can set an appointment in my office for a conversation.

Course Texts

Required Titles

- Ferris, D., & Hedgcock, J. (2014). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). New York, NY: Routledge. [ISBN: 978-0-415-89472-2 (pbk); ISBN: 978-0-203-81300-3 (ebk)]
- A reading packet, available electronically via E-Reserves (see p. 04).
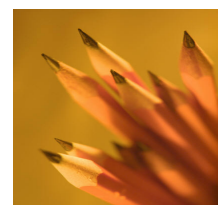
Recommended Titles

- Connor, U. (2011). *Intercultural rhetoric in the writing classroom.* Ann Arbor, MI: University of Michigan Press.
- Crusan, D. (2010). *Assessment in the second language writing classroom.* Ann Arbor, MI: University of Michigan Press. [ISBN 978-0-472-03419-2] (Available in .pdf on Canvas.)
- Ferris, D. (2009). *Teaching college writing to diverse student populations.* Ann Arbor, MI: University of Michigan Press. [ISBN 978-0-472-03337-9]
- Ferris, D. R. (2011). *Treatment of error in second language student writing* (2nd ed.). Ann Arbor, MI: University of Michigan Press. [ISBN 978-0472034765]

E-Reserve Reading List

E-Reserve Password = **fa17hedgcock8560**

Abasi, A. R., Akbari, N., & Graves, B. (2006). Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school. *Journal of Second Language Writing, 15,* 102-117.

Bax, S. (2011). *Discourse and genre: Analysing language in context.* Houndsmills, Basingstoke, England: Palgrave Macmillan. [Ch. 03]

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing, 17,* 102-118.

Bloch, J. (2001). Plagiarism and the ESL student: From printed to electronic texts. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections* (pp. 209-228). Ann Arbor, MI: University of Michigan Press.

Burstein, J., Tetreault, J., & Madnani, N. (2013). The e-rater® automated essay scoring system. In M. D. Shermis & Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 55-67). New York, NY: Routledge.

Casanave, C. P. (2017). *Controversies in second language writing: Dilemmas and decisions in research and instruction* (2nd ed.). Ann Arbor, MI: University of Michigan Press. [Ch. 06]

Casanave, C. P. (2012). Controversy and change in how we view L2 writing in international contexts. In L. Alsagoff, S. L., McKay, G. Hu, & Renandya, W. A. (Eds.), *Principles and practices for teaching English as an international language* (pp. 282-298). New York, NY: Routledge.

Cavusgil, S. (2008). Myth 7: Academic writing courses should focus on paragraph and essay development. In J. Reid (Ed.), *Writing myths: Applying second language research to classroom teaching* (pp. 140-158). Ann Arbor, MI: University of Michigan Press.

Chang, P., & Schleppegrell, M. (2011). Taking an effective authorial stance in academic writing: Making the linguistic resources explicit for L2 writers in the social sciences. *Journal of English for Academic Purposes, 10,* 140-151.

Cheng, A. (2011). Language features as the pathway to genre: Students' attention to non-prototypical features and its implications. *Journal of Second Language Writing, 20,* 69-82.

Cheng, A. (2011). Language features as the pathway to genre: Students' attention to non-prototypical features and its implications. *Journal of Second Language Writing, 20,* 69-82.

Collopy, T. (2014). Hands-on disciplinary literacy in the classroom. *Council Chronicle, 24* (2), 6-9.

Connor-Linton, J. (2006). Writing. In R. W. Fasold & J. Connor-Linton (Eds.), *An introduction to language and linguistics* (pp. 401-432). Cambridge, England: Cambridge University Press.

Connor, U. (2003). Changing currents in contrastive rhetoric: Implications for teaching and research. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 218-241). Cambridge, England: Cambridge University Press.

Connor, U. (2011). *Intercultural rhetoric in the writing classroom.* Ann Arbor, MI: University of Michigan Press.

Costino, K. A., & Hyon, S. (2007). "A class for students like me": Reconsidering relationships among identity labels, residency status, and students' preferences for mainstream or multilingual composition. *Journal of Second Language Writing, 16,* 63-81.

Crossley, S. A., & McNamara, D. S. (2011). Shared features of L2 writing: Intergroup homogeneity and text classification. *Journal of Second Language Writing, 20,* 271-285.

Ferris, D. R. (2010). Second language writing research and written corrective feedback in SLA: Intersections and practical applications. *Studies in Second Language Acquisition, 32,* 181–201.

Ferris, D. R., Brown, J., Liu, H., & Stine, M. E. A. (2011). Responding to L2 students in college writing classes: What teachers say and what they do. *TESOL Quarterly, 45,* 207–234.

Freadman, A. (2012). The traps and trappings of genre theory. *Applied Linguistics, 33,* 544-563.

Gardner, S., & Nesi, H. (2012). A classification of genre families in university student writing. *Applied Linguistics, 34,* 25-52.

Hirose, K. (2012). Comparing written-only and written-plus-spoken peer feedback in a Japanese EFL university context. *Asian Journal of English Language Teaching, 22,* 1-23.

Hirvela, A. (2016). *Connecting reading and writing in second language writing instruction.* Ann Arbor, MI: University of Michigan Press. [Chs. 02-03]

Hyland, K. (2004). *Genre and second language writing.* Ann Arbor, MI: University of Michigan Press. [Ch. 04]

James, M. A. (2009). "Far" transfer of learning outcomes from an ESL writing course: Can the gap be bridged? *Journal of Second Language Writing, 18,* 69-84.

Johns, A. M. (2011). The future of genre in L2 writing: Fundamental, but contested, instructional decisions. *Journal of Second Language Writing, 20,* 56-68.

Kang, E., & Han, Z. (2015). The efficacy of written corrective feedback in improving L2 written accuracy: A meta-analysis. *Modern Language Journal, 99*(1), 1-18. doi: 10.1111/modl.12189

Latif, M. M. M. A. (2012). What do we mean by writing fluency and how can it be validly measured? *Applied Linguistics, 34,* 99-105.

Leki, I. (2011). Learning to write in a second language: Multilingual graduates and undergraduates expanding genre repertoires. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 85-109). Amsterdam, The Netherlands: J. Benjamins.

Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing, 18,* 30-43.

Negrettin, R., & Kuteeva, M. (2011). Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers. *Journal of Second Language Writing, 20,* 95-110.

Ouellette, M. A. (2008). Weaving strands of writer identity: Self as author and the NNES "plagiarist." *Journal of Second Language Writing, 17,* 255-273.

Pecorari, D. (2008). *Academic writing and plagiarism: A linguistic analysis.* London: Continuum. [Chs. 02-03]

Ramanathan, V., & Atkinson, D. (1999). Individualism, academic writing, and ESL writers. *Journal of Second Language Writing, 8,* 45-75.

Ryan, C. (2014). "Teaching in the present" – Empowering teachers and students through formative assessment. *Council Chronicle, 23* (3), 6-9.

Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing, 20,* 286-305.

Truscott, J., & Hsu, A. Y. (2008). Error correction, revision, and learning. *Journal of Second Language Writing, 17,* 292-305.

Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing, 20,* 111-133.

Yayli, D. (2011). From genre awareness to cross-genre awareness: A study in an EFL context. *Journal of English for Academic Purposes, 10,* 121-129.

Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly, 16,* 195-209.

Recommended References

*This list features recent titles of particular value to L2 composition professionals; it is **not** an exhaustive bibliography. Please consult the References section of Ferris and Hedgcock (2014) and the Working Bibliography posted in our Canvas space (file name: 8560WkngBiblio.pdf) for a more extensive set of sources.*

Belcher, D., & Hirvela, A. (Eds.). (2001). *Linking literacies: Perspectives on L2 reading-writing connections.* Ann Arbor, MI: University of Michigan Press.

Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing.* New York, NY: Routledge.

Canagarajah, A. S. (2002). *Critical academic writing and multilingual students.* Ann Arbor, MI: University of Michigan Press.

Casanave, C. P. (2017). *Controversies in second language writing: Dilemmas and decisions in research and instruction* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Connor, U. (2011). *Intercultural rhetoric in the writing classroom.* Ann Arbor, MI: University of Michigan Press.

Ferris, D. R. (2003). *Response to student writing: Implications for second language students.* Mahwah, NJ: Erlbaum.

Goldstein, L. M. (2005). *Teacher written commentary in second language writing classrooms.* Ann Arbor, MI: University of Michigan Press.

Hedgcock, J. (2005). Taking stock of research and pedagogy in L2 writing. In E. Hinkel (Ed.), *Handbook of research in second language leaching and learning* (pp. 597-614). Mahwah, NJ: Lawrence Erlbaum.

Hirvela, A. (2016). *Connecting reading and writing in second language writing instruction* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Hyland, K. (2002). *Teaching and researching writing.* Harlow, England: Pearson Education.

Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing.* Ann Arbor, MI: University of Michigan Press.

Hyland, K. (2009). *Academic discourse.* London: Continuum.

Hyland, K., & Hyland, F. (Eds.). (2006). *Feedback in second language writing: Contexts and issues.* Cambridge: Cambridge University Press.

Kroll, B. (Ed.). (2003). *Exploring the dynamics of second language writing.* Cambridge, England: Cambridge University Press.

Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English.* New York, NY: Routledge.

Liu, J., & Hansen, J. G. (2002). *Peer response in second language writing classrooms.* Ann Arbor, MI: University of Michigan Press.

Manchón, R. M. (2011). *L2 writing development: Multiple perspectives.* Landsberg, Germany: Mouton de Gruyter.

Manchón, R. M. (Ed.). (2011). *Learning-to-write and writing-to-learn in an additional language.* Amsterdam, The Netherlands: J. Benjamins.

Pecorari, D. (2008). *Academic writing and plagiarism: A linguistic analysis.* London: Continuum.

Reid, J. (2008). *Writing myths: Applying second language research to classroom teaching.* Ann Arbor, MI: University of Michigan Press.

Silva, T., & Matsuda, P. K. (Eds.). (2010). *Practicing theory in second language writing.* West Lafayette, IN: Parlor Press.

Swerdlow, J. L. (1999, August). The power of writing. *National Geographic, 196* (2), 110-133.

Weigle, S. C. (2002). *Assessing writing.* Cambridge, England: Cambridge University Press.

Weissburg, R. (2006). *Connecting speaking and writing in second language writing instruction.* Ann Arbor, MI: University of Michigan Press.