Specialized TESOL Methodology: Writing
Kanda University of Foreign Studies

Time: June 22, 29, 2019 (14:00-20:00)
Room: TBA
URL: TBA
Instructor: Dr. Paul Kei Matsuda
Email: pmatsuda@asu.edu

> Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities

UPDATES

Check Schoology periodically for updates. The online syllabus on Schoology is always the most up-to-date and authoritative version; if there is a conflict between the online version and the print version, we will go by what the online version says. The online version of the syllabus may be revised in consultation with the members of this class.

COURSE OVERVIEW

This class will provide an overview of various issues and strategies in teaching writing. We will begin with a brief overview of the nature of writing as well as the historical evolution of writing instruction. We will then explore various issues, such as designing writing projects, facilitating classroom interactions, providing teacher feedback, and assessing writing. The course will be designed as a series of lectures, mini workshops and discussion to help develop the knowledge and skills in teaching writing.

LEARNING OBJECTIVES

By the end of the semester, you should be able to:

- Consider various issues in teaching writing
- Explain various approaches to writing instruction
- Design a course that integrates writing instruction
- Provide effective feedback on student writing
- Design individual and group activities to facilitate writing and language development
- Assess student writing effectively to maximize writing and language development

TEXTS

All readings will be provided online as needed.

COURSE POLICIES

Attendance. Regular attendance is essential for your success in this course. You are expected to attend all class meetings and to participate actively, constructively, and cooperatively in all in-class and online activities. For each absence, your final grade may be lowered by up to one letter grade at the instructor's discretion. If you have to miss a class due to extenuating circumstances, make an appointment to discuss your situation beforehand.

Participation. Active and constructive participation is imperative for your learning and for developing an effective learning community. Your final grade may be adjusted by up to one letter grade to reflect your level of participation.

Late Submissions. You are expected to complete all assigned work in a timely manner. Late or incomplete work will not be accepted, responded to, or evaluated. Requests for "incomplete" will not normally be considered.

Feedback. Feedback is most effective when it is offered at the point of need. For this reason, you are encouraged to make an appointment with me if you wish to receive feedback on any aspect of your work throughout the semester. Ongoing feedback will be provided in class, but if you would like to receive feedback on your written work, make an appointment.

If you wish to receive feedback on your final draft of the semester project, make an appointment by email during the following semester. In your request, provide the following information: 1) Your own assessment of the project (e.g., what you are trying to do; how you have accomplished the goals; how the project falls short of meeting your goals; what you are struggling with); 2) a description of what you plan to do with the project after receiving the feedback (e.g., revise into an applied project or thesis/dissertation proposal; submit for publication); and 3) what kind of feedback you wish to receive.

Grading. Grades will be distributed as follows:

Attendance   20%
Participation   20%
Reflection 1   30%
Reflection 2   30%

A: 100-90
B: 89-80
C: 79-70
D: 69-60
F: < 59

COURSE ASSIGNMENTS

Online Reflections (Individual). You will be asked to post your reflections online within 48 hours after each class. Your entries can be based on the lectures and other class activities as well as your observations about the teaching of writing, or any other thoughts that are related to the topic of this class. To be acceptable, your online reflections have to be complete, thoughtful, thorough and on time. You are encouraged to read and comment on each other's reflections. (Your comments count toward the participation grade.)

TENTATIVE SCHEDULE

1. Saturday, June 20, 2019 (14:00-20:00)

14:00-15:15	Introduction and Course Overview
15:15-15:30	Break
15:30-17:00	Approaches to Teaching Writing
17:00-18:00	Informal Discussion (*Bento* Break)
18:00-19:30	Developing Writing Projects
19:30-20:00	Q&A

Reflections Due: Monday, June 22 at 20:00

2. Sunday, June 29, 2019 (14:00-20:00)

14:00-15:15	Facilitating Classroom Activities
15:15-15:30	Break
15:30-17:00	Providing Feedback
17:00-18:00	Informal Discussion (*Bento* Break)
18:00-19:30	Assessing Writing
19:30-20:00	Q&A; Reflections

Reflections Due: Sunday, July 7 at 20:00

READINGS

Ashwell, Tim. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing, 9*(3), 227-257.

Belcher, D. D. (2009). How research space is created in a diverse research world. *Journal of Second Language Writing, 18,* 221-234.

Benesch, S. (1996). Needs analysis and curriculum development in EAP: An example of a critical approach. *TESOL Quarterly, 30*(4), 723-738.

Berkenkotter, C., & Huckin, T. (1994). *Genre knowledge in disciplinary communication: Cognition/culture/power.* New York: Routledge.

Braine, G. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" A reader reacts. *TESOL Quarterly, 22*(4), 700-702.

Canesco, G., & Byrd, P. (1989). Writing required in graduate courses in business administration. *TESOL Quarterly, 23*(2), 305-316.

Condon, W., & Rutz, C. (2012). A taxonomy of writing across the curriculum programs: Evolving to serve broader agendas. *College Composition and Communication, 64*(2), 357-382.

Freedman, A., & Adam, C. (1996). Learning to write professionally: "Situated learning" and the transition from university to professional discourse. *Journal of Business and Technical Communication, 10*(4), 395–427.

Hansen, J. (2000). Interactional conflicts among audience, purpose, and content knowledge in the acquisition of academic literacy in an EAP course. *Written Communication, 17*(1), 27-52.

Horowitz, D. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL Quarterly, 20*(3), 445-462.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12,* 17-29.

Hyland, K. (2004). 121-158). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 1: Why genre? In *Genre and second language writing* (pp. 4-23). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 2: Perspectives on genre. In *Genre and second language writing* (pp. 24-53). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 3: Genre knowledge. In *Genre and second language writing* (pp. 54-86). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 4: Organizing a genre-based writing course. In *Genre and second language writing* (pp. 87-120). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 6: Genre, feedback, and assessment. In *Genre and second language writing* (pp. 159-193). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). Chapter 7: Doing genre analysis. In *Genre and second language writing* (pp. 194-227). Ann Arbor: University of Michigan Press.

Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing.* Ann Arbor: University of Michigan Press. (Originally published in 2000 by Longman)

Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly, 30*(4), 693-722.

Johns, A. M. (1981). Necessary English: A faculty survey. *TESOL Quarterly, 15*(1), 51-57.

Johns, A. M. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" Another reader reacts. *TESOL Quarterly, 22*(4), 705-707.

Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly, 25,* 297-314.

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.

Matsuda, A., & Matsuda, P. K. (2010). World Englishes and the teaching of writing. *TESOL Quarterly, 44*(2), 369-374.

Matsuda, P. K. (1997). Contrastive rhetoric in context: A dynamic model of L2 writing. Journal of Second Language Writing, 6(1), 45-60.

Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing, 12*(1), 65-83.

Matsuda, P. K. (2012). Let's face it: Language issues and the Writing Program Administrator. *WPA: Writing Program Administration, 36*(1), 141-163.

Matsuda, P. K., & Hammill, M. J. (2014). Second language writing pedagogy. In G. Tate, A. Rupiper, K. Shick, & B. Hessler (Eds.), *A guide to composition pedagogies* (2nd ed.; pp. 266-282). New York: Oxford University Press.

Matsuda, P. K., & Silva, T. (2010). Writing. In N. Schmitt (Ed.), An introduction to applied linguistics (2nd ed.; pp. 232-246). London: Hodder Education.

Racelis, J. V., & Matsuda, P. K. (2013). Integrating process and genre into the second language writing classroom: Research into practice. *Language Teaching, 46*(3), 382-393.

Robinson, M. S., Stoller, F. L., Costanza-Robinson, M. S., & Jones, J. K. (2008). *Write like a chemist.* Oxford, UK: Oxford University Press.

Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly, 22*(1), 29-51.

Spack, R. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" The author responds to Braine. *TESOL Quarterly, 22*(4), 703-705.

Spack, R. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" The author responds to Johns. *TESOL Quarterly, 22*(4), 707-708.

Swales, J. M. (2004). *Research genres: Explorations and applications.* New York: Cambridge University Press.

Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: University of Michigan Press.

Swales, J. M., & Feak, C. B. (2012). *Commentary for academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: University of Michigan Press.

Tardy, C. M. (2009). *Building genre knowledge.* West Lafayette, IN: Parlor Press.

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.