

## English 661: Second-Language Writing

Instructor: Adrian Wurr \* Spring 2008\* UNC Greensboro  
Tues. 6:30-9:20 p.m., HHRA 3207

### Contacting Me:

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### Required texts:

Ferris, D., & Hedgcock, J. S. (2005). *Teaching ESL Composition: Purpose, process, and practice* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Matsuda, P. K., Cox, M., Jordan, J., & Ortmeier-Hoopes, C. (Eds.) (2006). *Second-Language Writing in the composition classroom: A critical sourcebook*. Boston & NY: Bedford/St. Martin's. (Copies provided in class compliments of the publisher)

Selected articles on electronic reserve (ER)

One of the recommended texts listed below

### Recommended texts:

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford UP.

Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor: Michigan UP.

Hinkel, E. (2002). *Second language writers' texts*. Mahwah, NJ: Lawrence Erlbaum Associates.

Silva, T., Matsuda, P. K. (2001). *On second language writing*. Mahwah, NJ: Lawrence Erlbaum Associates.

Silva, T., Matsuda, P. K. (2005). *On second language writing research*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Course Description:** This course will survey first and second-language writing theories and research methods, as well as common pedagogical approaches to working with linguistically and culturally diverse writers. Students will read, evaluate, design, and adapt instructional materials for second-language writers. A service-learning assignment will provide students with the opportunity to serve as second-language-writing tutors on campus and in the community.

UNCG defines service-learning as a way to link “community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, foster initiative, build effective relationships, enhance academic skills, and develop civic literacy. Service-learning encourages critical consideration of the ethical dimensions of community engagement.”

**Course Goals:** On completion of the course, students will be able to:

- Analyze key principles in second language (L2) acquisition theory\*;
- Critically evaluate common approaches to first and second language writing pedagogy\*;
- Compare and contrast various social, cultural, affective, and cognitive factors involved in second language writing\*;
- Apply theory to practice in the development of instructional materials for second language writers\*;
- Synthesize findings through oral presentations and written reports;
- Create professional development opportunities by scholarly engagement in professional organizations, conferences, and journals\*.

\*Related to the “Habits of Mind and Character” section of the Student Learning Goals of the UNCG Undergraduate Bulletin (p. 50).

**Teaching Strategies:** Lecture; discussion in class, the community, and on-line forums; group work; conferences; student presentations; and service-learning.

### **Assignments & Grading**

1. 10%: Prepare & lead discussion assigned four assigned readings with partner.
2. 20%: Weekly journal entries on theory & practice of second language writing
3. 20%: Collaborative Book Review
4. 50%: Portfolio containing TOC, cover letter, 20 pages of revised writing, and reflection on tutoring one or more second language writers

### **OVERVIEW OF ASSIGNMENTS**

**Service-Learning:** You will tutor a second-language writer or writers for at least 10 hours over the course of the semester on campus or in the community. Drawing on this work, you will write weekly journals and several short papers that apply class concepts and readings, including a *needs analysis*; *protocol analysis*, *error analysis*, *response to student writing*, and an *ESL writing course syllabus*. See the Assignments folder on Blackboard for details on each short assignment; assignment sheets will also be provided and discussed in class. Due dates are noted in schedule below but may be adjusted to fit the schedule of your tutoring work better.

**Discussion of Selected Class Readings:** Working in pairs, you will each select about four readings over the semester on which to prepare and lead the class discussion. You have control over the format of the presentation: it might include a panel discussion, a skit, an activity involving the audience or other discussion leaders, props, etc. Aim for about 30 minutes of discussion for each reading; prepare and post on Blackboard a handout for the class to guide and support the discussion before class.

**Journal:** There will be a weekly journal in this class which requires you to make **two** entries a week: one about theory and one about practice. One entry will refer to some idea or question from the weekly readings that caught your attention. In this entry you may quote from the article or summarize the idea before writing about it. Write about what engaged you with the readings and do not be afraid to critique the ideas or the style of writing.

Your second weekly entry will be about your service-learning work tutoring one or more ESL writers. You may want to post this observation or question on Blackboard before our class meets so that everyone can address this issue in our class discussions. These questions may be very practical ones such as what to do when a student fails to show up for a tutoring lesson. Or they may be asking for resources and help such as recommended reading and writing assignments.

**Book Review:** In small groups, you will read one of the recommended texts and prepare a 30-45 minute presentation for the class. As with leading discussion of weekly readings, you have control over the format of the presentation time. However, since others will not have read the book, you will want to include both summary and analysis in your presentation. A collaboratively written review (about 1000 words in length) should be posted on Blackboard prior to your presentation.

**Portfolio:** For your final portfolio, you'll select twenty pages of revised writing to submit for evaluation. These may come from your journal, group work, shorter papers, or tutoring materials. Due at the last class meeting, your portfolio will include a table of contents and a reflection on your service-learning work with a second language writer or writers.

**Tentative schedule:** Assignments may change, so pay attention to updates given in class. You should be prepared to discuss the readings on the date indicated. Optional readings are noted parenthetically.

Topical Outline (LE = *Landmark Essays in ESL Writing*; TESLC = *Teaching ESL Composition*; SLWCC = *Second-Language Writing in the Composition Classroom*; ER = Electronic Reserve)

	<b>TOPIC &amp; ACTIVITIES</b>	<b>READINGS</b>
1/14	Introductions; overview of course & assignments;	SLWCC 1
1/22	Historical perspectives on teaching composition	TESLC 1; SLWCC 2, (ER1 & 2)
1/29	Psychological & Social Factors in SLA	ER3-4
2/5	Contrastive Rhetoric & Genre	ER(5), 6-7
2/12	Reading-Writing Connections; intro book review assignment & set groups <ul style="list-style-type: none"> <li>• <b>Class observations due</b></li> </ul>	TESLC 2, ER8-9 (ER10),
2/19	Writing Assignments	SLWCC 9 & 14
2/26	Focus on Fluency <ul style="list-style-type: none"> <li>• <b>Learner Profile/Needs Analysis due</b></li> </ul>	ER11-12 1 article from ER14
3/4	Focus on Form <ul style="list-style-type: none"> <li>• <b>Protocol Analysis due</b></li> </ul>	TESLC 5& 7
3/11	<b>Spring Break</b>	
3/18	Instructional Strategies <ul style="list-style-type: none"> <li>• <b>Error Analysis due</b></li> </ul>	TESLC 6
3/25	Writing Assessment <ul style="list-style-type: none"> <li>• <b>Response to S writing due</b></li> </ul>	ER15, TESLC 8
4/1	Group work on book reports	Selected books
4/8	Planning Instruction	TESLC 3
4/15	Syllabus Design	TESLC 4
4/22	Book Review Presentations	Selected books
4/29	Professional Development; TCE <ul style="list-style-type: none"> <li>• <b>Syllabus &amp; Portfolio due</b></li> </ul>	

## Reserve Readings:

1. Matsuda, P. K. (1999). Composition studies and ESL writing: A disciplinary division of labor. *College Composition and Communication*, 50(4), 699-721.
2. Wurr, A. J. (2004). English studies and Generation 1.5: Writing program administration at the crossroads. *The Reading Matrix* 4, (3). [Available: [http://www.readingmatrix.com/archives/archives\\_vol4\\_no3.html](http://www.readingmatrix.com/archives/archives_vol4_no3.html)].
3. Diaz-Rico, L. T., & Weed, K. Z. (2002). Second language acquisition and learning: Theory and practice. In Diaz-Rico, L. T., & Weed, K. Z. *The crosscultural, language, and academic development handbook* (2<sup>nd</sup> ed., pp. 7-23). Boston: Allyn and Bacon.
4. Diaz-Rico, L. T., & Weed, K. Z. (2002). Second language acquisition factors: Psychological and sociological. In Diaz-Rico, L. T., & Weed, K. Z. *The crosscultural, language, and academic development handbook* (2<sup>nd</sup> ed., pp. 24-54). Boston: Allyn and Bacon.
5. Pincas, A. (1962). "Structural linguistics and systematic composition teaching to students of English as a foreign language." *Language Learning* 12(3)
6. Kaplan, R. B. (1966). "Cultural thought patterns in intercultural education." *Language Learning* 16(1-2)
7. Spack, R. (1988). "Initiating ESL students into the academic discourse community: How far should we go?" *TESOL Quarterly*, 22(1), 29-51
8. Leki, I. (2001). "Reading Reciprocal Themes in ESL Reading and Writing" in Silva, T., & Matsuda, P. K. (Eds.), *Landmark Essays on ESL Writing* (pp. 173-190).
9. Srikanth, R. (2004). "The soil under the gravel: ESOL learners and writing about literature" in Zamel, V., & Spack, R. (Eds.) *Crossing the Curriculum: Multilingual learners in College Classrooms* (pp. 181-196).
10. Wurr, A. J. (2002). Reading in a second language: A reading problem or a language problem? *Journal of College Reading and Learning*, 33, (2). 157-169.
11. Zamel, V. (1976). "Teaching composition in the ESL classroom: What we can learn from research in the teaching of English." *TESOL Quarterly*, 10(1), 67-76.
12. Raimes, A. (1985). "What unskilled ESL students do as they write: A classroom study of composing." *TESOL Quarterly*, 19(2), 229-258.
13. Silva, T. (1993). "Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications." *TESOL Quarterly*, 27(4), 657-675.
14. Atkinson, D. (Ed.). (2003). L2 writing in the post-process era [Special Issue]. *Journal of Second Language Writing*, 12 (1).
15. Hamp-Lyons, L. (1996). The challenges of second-language writing assessment. In White, E. M., Lutz, W. D., & Kamushikiri, S. (Eds.). *Assessment of writing: Politics, policies, practices* (pp. 226-240). NY: Modern Language Association.
16. Ferris, D. Responding to student errors: Issues and strategies. In Ferris, D. *Treatment of error in second language student writing* (pp. 49-76). Ann Arbor: Michigan UP.