In this course we will consider both pedagogical and research issues in the teaching of L2 writing across a number of educational and non-school contexts. The topics will include:

- Methods and philosophies for the teaching of writing
- Writing in curricular perspective
- Assessment of L2 writing
- Theoretical approaches to traditions in the study of second language writing and traditions in other related fields, such as literacy and biliteracy development, writing and composition in the first language, and basic writing

Our exploration of topics will reflect three distinct conceptualizations of L2 writing:

- Writing to learn to be a writer (typical of EAP and genre-based writing approaches, freshman L1 composition pedagogies, and creative and technical writing approaches)
- Writing to learn content (typical of Writing Across the Curriculum initiatives and of task-based and content-based approaches)
- Writing to learn language (typical of foreign language contexts)

We will also attempt to make connections between first language writing and L2 writing, literacy and L2 writing, and foreign language teaching and L2 writing.
Learning objectives

By the end of the semester, what would you like to have achieved, among these various goals?

Teaching writing:

- To develop your ability to design meaningful writing activities
- To sharpen your ability to diagnose writing needs and to document writing progress/development
- To develop skills for how to respond to writing (on content, grammar, genre, rhetoric, and so on)
- To become familiar with methods for teaching and assessing writing
- To articulate your teaching philosophy (as a writing teacher or your philosophy of roles that writing instruction can have in the general language classroom)
- To develop a personally relevant understanding of how different kinds of contexts demand different kinds of writing teaching approaches (e.g., freshman composition courses for ESL students; academic writing courses in intensive English programs; writing as part of general EFL education in foreign language contexts; writing as part of non-English foreign language education)

Researching writing:

- To develop an expert understanding of theories of writing
- To develop a personally relevant understanding of second language writing scholarship
- To become familiar with investigative methods and main findings in the field of L2 writing
- To develop your ability to read L2 writing research reports meaningfully
- To sharpen your ability to design innovative research on L2 writing

Developing as a writer:

- To articulate your writer philosophy
- To increase your awareness of your strengths and weaknesses as a writer
- To increase your fluency when writing
- To boost your confidence when writing
- To expand your resourcefulness and strategies when writing
- To experience different kinds of peer and teacher response
- To develop your capacity to respond to other people’s writing
- To develop your awareness of relevant voices, audiences, and genres that may be useful for you, whether currently in graduate school and/or in your future career upon graduation
Methods of instruction

The course will be designed to encourage the use of writing to learn about L2 writing.

During the first half of the semester, weeks 1 through 7, we will explore a selected theme each week through the reading of scholarly articles and you will be asked to engage in reading, writing, and responding to peers in class every week. During the second half of the semester, weeks 8 through 15, we will read and discuss our textbook together and you will be expected to develop an additional workshop or activity, based on a theme in the book, and share it with the rest of the class.

Instructional materials

Our textbook this semester [available in the UH Bookstore]:


Our set of reading articles (they are in Laulima):


## Course requirements

These are the requirements in this course. If you fulfill them, you will earn an A or A+ grade:

0- **Perfect attendance (and no tardies):** You are expected to attend all class meetings. Please discuss with me openly and in advance any problems with class preparation or attendance that you may encounter during the semester and we’ll try to find a solution. I do reserve my right to lower a student’s grade if attendance is not satisfactory (I will warn the student ahead of time so they can rectify the situation).

1- **Weekly reading-writing-responding assignment on weeks 1 through 7**(1 written piece per day, 1-2 pp. each): You will be expected to do all the readings before each class meeting. In addition, you will be asked to write a reflection of 1 to 2 pages on one of them each day, bring TWO COPIES to class, and engage in in-class peer writing response.

2- **Student-led activity of workshop related to a theme in our textbook during weeks 8 through 15:** In pairs or groups, collaboratively, you will prepare a workshop or activity on an L2 writing topic of your choice (e.g., “designing successful peer response
activities”) but inspired/related to one of the chapters or themes in our textbook, and you will deliver the workshop/facilitate the activity in class.

3- **Short assignment, any time between weeks 8 and 15**: You can choose one of five options.

**Option 1 — Professional Volunteering:** You will arrange for some volunteer hours tutoring or in some other capacity after talking to Adam Pang, Director of the Mānoa Writing Center at UH (http://www.english.hawaii.edu/writingcenter/about.php); then report informally about your experience and what you learned from it in class (no writing involved in this option, just making time available to get hands-on experience in the field).

**Option 2 — Scholarly Paper research presentation:** You will read a Scholarly Paper carried out in our department on an L2 writing topic and present it to the class (powerpoint required; 20-minute time limit). The SPs you can choose from are:

5. Mariko Yoshida – *From successful learner to artist: Self-positioning and L2 writing development* (fall 06)
6. Chia-chen (Pamela) Cheng – *There is no standard way to struggle or succeed: Taiwanese students’ stories learning to write in English* (fall 05)
7. Kelly McClanahan – *Working through plagiarism and patchwriting: Three L2 writers navigating intertextual worlds* (fall 05)

**Option 3 — Book review:** You will identify a recent book on L2 writing scholarship, write a review, and choose a journal to which you would like to submit it for publication. In addition, you will present the book in class (20-minute time limit). Warning: This option is quite a bit of work, involving reading, writing, and oral preparation; but it can result eventually in a publication in an international journal.

**Option 4 — Journal comparison presentation:** You will identify two refereed journals that specialize in writing/literacy, investigate their profiles, and do a presentation in class comparing both (powerpoint required; 20-minute time limit). This activity can be best done collaboratively with other students. For an example of this type of assignment, see http://ctl3799.blogspot.com/2007/08/journal-comparison-llt-recall.html

**Option 5 — Introducing key scholars of L2 writing:** You will do some web research and put together a powerpoint the feature main scholars in L2 writing (including some of the ones we have read work by, and others), and make the rest of
the class become familiar with them and their work (20-minute time limit). This activity can be best done collaboratively with other students.

Grading system

I assume students taking this elective are interested in learning about writing and teaching writing, and that they will invest themselves fully in the course. Thus, I expect everyone to get A’s. I will monitor for any signs of work that may deserve anything lower than an A. If such a case should arise, I will give the student early warning so the situation can be rectified in time to achieve the A grade.

I will not compare the quality of your performance to that of other students in the class (i.e., I do not give grades by spreading student performances on a curve). Instead, by reading and responding to your writing weekly during weeks 1 through 7, I will be able to learn about you as a writer and a present or future writing teacher and/or researcher. Based on this knowledge, I will assess your progress throughout the semester.

In all your work for this course, I will look for growth in professional skills related to public presenting and articulating of ideas about L2 writing, and for evidence that you are making original and genuine connections between what you read and your own experiences and beliefs as a writer and a teacher/researcher of writing. I will be looking at your semester-long progress regarding writing skills, ability to respond to other peer’s writing, to reflect on your philosophy of teaching writing or your goals in doing research on writing. I will also look for intellectual and personal engagement, and mature thinking about second language writing.

<table>
<thead>
<tr>
<th>Assignment &amp; choices</th>
<th>Percent of final grade</th>
<th>Breakdown/comments</th>
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<tbody>
<tr>
<td>Reflections weeks 1 through 7</td>
<td>60%</td>
<td>If you do all readings, you get full credit. Most likely A guaranteed, if the weekly reflections have been satisfactory.</td>
</tr>
<tr>
<td>Student-led activity or workshop</td>
<td>25%</td>
<td>If you do the assignment, you get at least a B. The B through A+ quality of this assignment will be evaluated by me and your peers, using criteria that we will negotiate together early in the semester.</td>
</tr>
<tr>
<td>Short assignment (1 option out of 5)</td>
<td>15%</td>
<td>I will give you a letter grade on this assignment.</td>
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### SLS 614: Second Language Writing (tentative schedule)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings and assignments</th>
</tr>
</thead>
</table>
| **Week 1**  
August 22 & 24 | What do you believe about writing? What does the research have to offer to you? | M: Activity led by Lourdes: *Good writing?* (source: Kutz, Groden, & Zamel, 1993)  
W: Ortega (2009) |
| **Week 2**  
| **Week 3**  
[September 5, Labor Day]  
| **Week 4**  
September 12 & 14 | Approaches to teaching L2 writing | M: Guest Visitor Adam Pang, Director of the Mānoa Writing Center at UH (http://www.english.hawaii.edu/writingcenter/about.php)  
W: Manchón (forthcoming), Tardy (2010) |
| **Week 5**  
W: Activity led by Lourdes: *What is Music?* (source: McClanahan, Wolfe-Quintero) |
| **Week 6**  
September 26 & 28 | Teacher correction and response II | M: Van Beuningen et al. (forthcoming)  
| **Week 7**  
October 3 & 5 | Influences from L1, culture, rhetoric | M: Activity led by Lourdes: *Bidirectional transfer* (source: Rinnert & Kobayashi, AILA 2008)  
W: Kubota (2003), Canagarajah (2006), Hu & Lei (forthcoming) |
| **Week 8**  
October 10 & 12 | Paltridge et al. (2009) Ch 1 | M: Overall discussion  
W: Activity led by Lourdes: *Teaching the book review as a genre* |
| **Week 9**  
[October 17]  
W: Overall discussion |
| **Week 10**  
October 24 & 26 | EFL Writing Perspectives, with Guest visitor Miyuki Sasaki | M: Sasaki (2001), (2003), or (2011, written in Japanese)  
W: Sasaki (2008), (2009), or (2011) |
| **Week 11**  
October 31 November 2 | Paltridge et al. (2009) Ch 2 | M: Student-led activity or workshop 1  
W: Overall discussion |
| **Week 12**  
November 7 & 9 | Paltridge et al. (2009) Ch 4: Approaches to teaching writing | M: Student-led activity or workshop 2  
W: Overall discussion |
| **Week 13**  
November 14 & 16 | Paltridge et al. (2009) Ch 6: Culture & writing | M: Student-led activity or workshop 3  
W: Overall discussion |
| **Week 14**  
[November 21]  
W: Student-led activity or workshop 4 |
| **Week 15**  
November 28 & 30 | Paltridge et al. (2009) Ch 8: Assessment | M: Student-led activity or workshop 5  
W: Overall discussion |
| **Week 16**  
December 5 & 7 | Course wrap up | Philosophy for Teaching / Researching L2 Writing |