

SLS 614: SECOND LANGUAGE WRITING

Tuesdays, 3:00-5:50, MOORE 107

Instructor: Lourdes Ortega

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Office hours: Thursdays 2:30-4:30

Other days also possible, only by appointment

(please use sign-up sheet on my office door or e-mail to schedule appointment)

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Note: The course syllabus provides a general plan for the course; modifications are likely to be necessary and will be implemented as a result of students' needs and classroom life.

Course description

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

After we held a discussion the first day of class about possible goals students enrolled have for this course, the 9 students enrolled in the fall of 2008 expressed their desire to

achieve the following learning objectives (numbered in order of importance / consensus; 4=most important, 1=least important):

Teaching writing:

1. To develop skills for how to respond to writing (on content, grammar, genre, rhetoric, and so on) (3.78, 7 of 9 “most important”)
2. To become familiar with methods for teaching and assessing writing (mean=3.67; 6 of 9 “most important”)
2. To sharpen your ability to diagnose students’ writing needs and to document writing students’ progress/development (mean=3.67, 6 of 9 “most important”)
2. To develop an good understanding of options for how to teach writing in different kinds of contexts (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) (mean=3.67; 6 of 9 “most important”)
3. To develop your ability to design meaningful process writing activities (mean=3.44; 6 of 9 “most important”)
6. To articulate your teaching philosophy as a writing teacher (e.g., gain insights about the roles that writing instruction can have in different programs and educational contexts as well as in the general language classroom). (mean=3.11; 3 of 9 “most important”)

Researching writing:

2. To develop an expert and personally relevant understanding of theories of writing (mean=3.67, 6 of 9 “most important”)
3. To become familiar with investigative methods and main findings in the field of L2 writing (mean=3.44, 5 of 9 “most important”)
5. To develop a good understanding of second language writing scholarship (mean=3.22, 3 of 9 “most important”)
6. To sharpen your ability to do innovative research on L2 writing (mean=3.11, 5 of 9 “most important”; 3 of 9 gave 2 or 1 ratings)
7. To develop your ability to read L2 writing research reports meaningfully (mean=3, 6 of 9 gave a 3 rating)
7. To be mentored and supported through the process of planning and/or doing a research project that explores an L2 writing topic of your choice (mean=3, 4 of 9 “most important”)

Developing as a writer:

4. To learn to respond to other people’s writing (mean=3.33, 6 of 9 gave a 3 rating)
6. To experience different kinds of peer and teacher feedback (mean=3.11, 4 gave a 3 rating, 3 gave a 4 rating)
7. To increase your awareness of your strengths and weaknesses as a writer (mean=3, 6 of 9 “most important”)

8. To develop your awareness of relevant voices, audiences, and genres that may be useful for you currently in graduate school and in the future in your career (mean=2.89, 3 gave a 3 rating, 3 gave a 2 rating; only 2 of 9 “most important”)
9. To increase your fluency when writing (mean=2.78, 4 gave a 3 rating; 3 gave a 2 or 1 rating)
10. To boost your confidence when writing (mean=2.67, 3 gave a 3 rating, 3 gave a 2 rating)
11. To articulate your philosophy as a writer (mean=2.28, 5 gave a 2 rating)

Methods of instruction

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

You will be required to participate by doing reading and writing assignments every week, during weeks 1 through 8. You will be expected to carry out an additional assignment of your own choice (see Capstone Assignment under “course requirements”) and report on it some time during weeks 9 through 15. Your writing will be regularly shared with a small group of your peers. Assignment 5 from a list of options should cater your main interests in L2 writing, whether they reside in teaching or in research.

Instructional materials

We will start with two textbooks, complemented occasionally with a few articles. Later in the semester, once we know students' interests (around week 8), we will explore topics in more depth, depending on the range of student choices for the capstone assignment (e.g., a professional development workshop, etc). If we want to assemble a packet of readings at that point, it will be made available at *Professional Image*, 2633 S. King St., close to King/University intersection. Call to check availability first (phone: 973-6599).

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

Casanave, C. P. (2004). *Controversies in second language writing: Dilemmas and decisions in research and instruction*. Ann Arbor: The University of Michigan Press.

Leki, I. (2007). *Undergraduates in a second language: Challenges and complexities of academic literacy development*. Mahwah, NJ: Lawrence Erlbaum.

Our complementary readings for weeks 1 through 8:

Week 1, Intro to the field of L2 writing: **Ortega, L.** (2004). L2 writing research in EFL contexts: Some challenges and opportunities for EFL researchers. *Applied Linguistics Association of Korea Newsletter*. Available at www.alak.org.kr.

Week 2, Contrastive rhetoric: **Connor, U.** (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36, 493-510. & **Kubota, R., & Lehner, A.** (2004). Toward critical contrastive rhetoric. *Journal of Second Language Writing*, 13, 7-27.

Week 3, Paths to improvement through teacher correction and response: **Ferris, D. R.** (2004). The "grammar correction" debate in L2 writing: Where are we, and what do we go from here? (and what do we do in the meantime?). *Journal of Second Language Writing*, 13, 49-62. & **Goldstein, L. M.** (2004). Questions and answers about teacher written commentary and student revision: Teachers and students working together. *Journal of Second Language Writing*, 13, 63-80.

Week 4, assessment of writing: **Cumming, A.** (2001). ESL/EFL instructors' practices for writing assessment: Specific purposes or general purposes? *Language Testing*, 18, 207-224. & **Lee, I.** (2007). Feedback in Hong Kong secondary writing classrooms: Assessment for learning or assessment of learning? *Assessing writing*, 12, 180-198.

Week 8, ideologies and writing: **Atkinson, D., & Ramanathan, V.** (1995). Cultures of writing: An ethnographic comparison of L1 and L2 university writing/language programs. *TESOL Quarterly*, 29, 539-568. & **Ivanič, R.** (2004). Discourses of writing and learning to write. *Language and Education*, 18, 220-245.

Course requirements

There four requirements in this course. If you fulfill them, you will earn an A or A+ grade in this course:

- 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 and writing reaction assignment*** (1 written piece per week, 1-2 pp. each), on weeks 1 through 7: You will be expected to do all the readings before each class meeting, and to write a reflection of 1 to 2 pages on one of them each week. Please bring it to class, as I will ask you to share the written reflections (with the same group of your peers for about 2 weeks at a time). After each class, I will collect the written reflections.
- 2- ***Taking stock assignment***, on week 7: I will ask you to re-read all the reflections you will have written for 614 so far, and all the responses you got from peers and teacher. You will then select the most interesting points raised, and report on those insights (I will distribute guidelines for this assignment in class).

3- *Capstone assignment*, any time between weeks 8 and 15:

You can choose one of the following options, or you can negotiate with me some other choice that you may be interested in pursuing for your capstone assignment. Any of these assignments you could do in a group collaboratively.

(a)- Professional workshop on an L2 writing topic

You will prepare a workshop on an L2 writing topic (e.g., “designing successful peer response activities”) and you will deliver the workshop for the class during class time (or possibly for some other professional audience, at a different time). You will then write a 5-page reflection on the workshop experience: *How successful was its design and implementation? What did you learn by doing the workshop? How would you do it better next time?*

(b)-Writing service & reflection

You will offer your writing expertise for at least ONE WEEK (plus any preparation time, meeting time, and reflection time) to some unit on campus, and then write a 5-page reflection on the experience. You can consider the English Writing Workshop, the ELI writing classes, or workshops/tutorials at HELP, for example. I will coordinate with the directors and teachers in those programs to facilitate the process and ensure etiquette and appropriate service quality.

(c) Book review of an ethnography of L2 (or L1) writing

You will read a book-length qualitative treatment of writing from the suggested list of options under Additional Bibliographical Resources in this syllabus, and write a book review of about 1,500 words or about 6 pages. You will be asked to present on the book in class. [Although not required, you may want to submit your book review to a journal for publication (e.g., *TESOL Quarterly*), if you choose to review a book published recently.]

(d) Create an annotated bibliography of UH-SLS Scholarly Papers on L2 writing

You will identify all Scholarly Papers written in our department on L2 writing topics (or all that have been written in the last 10 years, for example), and produce an annotated bibliography that can be used by future SLS 614 students and by SLS students interested in potentially doing their SP on writing (or simply interested in knowing, for example, what we know about teaching writing in ELI, HELP, or other contexts).

(e) Write a research paper or portion for a research paper on any L2 writing topic of your choice

This assignment is intended to accommodate those of you interested in conducting some kind of research project on L2 writing. For example, if you are continuing on a project on L2 writing you began for your SP, or you are interested in exploring a topic for its potential for a future SP, this is a good option. The paper can be a literature review of a topic of your choice, the design of a study to be conducted in a later semester, an actual action research project, a small-scale study, or a pilot for a future study. I encourage research projects that are tied to actual questions in need of answers for our writing units on campus, such as the Manoa Writing Program, ELI, HELP, or the English Writing Workshop. If you choose this option, you can turn in a draft for feedback only or for feedback and grade any time between weeks 8 and 11. Your final draft is due December 18.

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 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 8, I will be able to learn about you as a writer and a present or future writing teacher. Based on this knowledge, I will assess your progress throughout the semester.

I will not give you a grade for the reading reflections, only full credit if you do them. However, I will give you comments on the quality of what you are producing so you can have evaluative information about your progress. 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.

In all your work for this course, I will look for 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.

Assignment & choices	Percent of final grade	Breakdown/comments
Reflections weeks 1 through (8→) 7	60%	If you do all readings, you get full credit. Most likely A guaranteed if the weekly reflections have been satisfactory.
Taking stock assignment week (8→) 7 (October 14)	10%	If you do the assignment, you get full credit.
Capstone Assignment (any choice; can submit 5-page reflection write-up any time it is ready, Dec 18 at the latest)	30%	I will give you a letter grade, looking at: <ul style="list-style-type: none"> • Preparation • Implementation • Reflection • Creative incorporation of insights from readings and discussions

Articles on L2 writing (resources for capstone assignment)

1. Teaching approaches

Barks, D., & Watts, P. (2001). Textual borrowing strategies for graduate-level ESL writers. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections* (pp. 246-267). Ann Arbor, MI: The University of Michigan Press.

Belanoff, P. (2001). Silence: Reflection, literacy, learning, and teaching. *College Composition and Communication*, 52, 399-428.

Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191-205.

Blanton, L. L. (2005). Student, interrupted: A tale of two would-be writers. *Journal of Second Language Writing*, 14, 105-121.

Coniam, D. (2004). Concordancing yourself: A personal exploration of academic writing. *Language Awareness*, 13, 49-55.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of 12 student writing. *Journal of Second Language Writing*, 12, 267-296.

- Cummings, M. C. (2004). "Because we are shy and fear mistaking": Computer-mediated communication with EFL learners. *Journal of Basic Writing*, 23, 23-48.
- Dobson, B., & Feak, C. (2001). A cognitive modeling approach to teaching critique writing to nonnative speakers. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections* (pp. 186-199). Ann Arbor, MI: The University of Michigan Press.
- Elbow, P. (1999). In defense of private writing: Consequences for theory and research. *Written Communication*, 16, 139-170.
- Ferris, D. R. (2004). The "grammar correction" debate in L2 writing: Where are we, and what do we go from here? (and what do we do in the meantime...?). *Journal of Second Language Writing*, 13, 49-62.
- Fox, R. (2001). Helping young writers at the point of writing. *Language and Education*, 15, 1-13.
- Furneaux, C., Paran, A., & Fairfax, B. (2007). Teacher stance as reflected in feedback on student writing: An empirical study of secondary school teachers in five countries. *International Review of Applied Linguistics*, 45, 69-94.
- Gaskell, D., & Cobb, T. (2004). Can learners use concordance feedback for writing errors? *System*, 301-319.
- Goldstein, L. M. (2004). Questions and answers about teacher written commentary and student revision: Teachers and students working together. *Journal of Second Language Writing*, 13, 63-80.
- Guénette, D. (2007). Is feedback pedagogically correct? Research design issues in studies of feedback on writing. *Journal of Second Language Writing*, 16, 40-53.
- Hirvela, A. (2007). Computer-mediated communication and the linking of students, text, and author on an ESL writing course listserv. *Computers and Composition*, 24, 36-55.
- Hyland, F., & Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of Second Language Writing*, 10, 185-212.
- Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research*, 9, 321-342.
- Jordan, S. A. (2001). Writing the other, writing the self: Transforming consciousness through ethnographic writing. *Language and Intercultural Communication*, 1, 40-56.
- Lee, I. (2003). L2 writing teachers' perspectives, practices, and problems regarding error feedback. *Assessing Writing*, 8, 216-237.

- Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing, 13*, 285-312.
- Lee, G., & Schallert, D. L. (2008). Constructing trust between teacher and students through feedback and revision cycles in an EFL writing classroom. *Written Communication, 25*, 506-537.
- Lindgren, E., & Sullivan, K. P. H. (2003). Stimulated recall as a trigger for increasing noticing and language awareness in the L2 writing classroom: A case study of two young female writers. *Language Awareness, 12*, 172-186.
- Liu, L. (2005). Rhetorical education through writing instruction across cultures: A comparative analysis of select online instruction materials on argumentative writing. *Journal of Second Language Writing, 14*, 1-18.
- Liu, J., & Sadler, R. W. (2003). The effects and affect of peer review in electronic versus traditional modes on L2 writing. *English for Academic Purposes, 2*, 193-227.
- Lo, J., & Hyland, F. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing, 16*, 219-237.
- Lockart, C., & Ng, P. (1995). Analyzing talk in ESL peer response groups: Stances, functions, and content. *Language Learning, 45*, 605-655.
- Macaro, E. (2007). Do beginner learners of French have any writing strategies? *Language Learning Journal, 35*, 23-36.
- McGroarty, M. E., & Zhu, W. (1997). Triangulation in classroom research: A study of peer revision. *Language Learning, 47*, 1-43.
- Mišak, A., Marušić, M., & Marušić, A. (2005). Manuscript editing as a way of teaching academic writing: Experience from a small scientific journal. *Journal of Second Language Writing, 14*, 122-131.
- Montgomery, J., & Baker, W. (2007). Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance. *Journal of Second Language Writing, 16*(2), 82-99.
- Pretić, B. (2005). Contrastive rhetoric in the writing classroom: A case study. *English for Specific Purposes, 24*, 213-228.
- Sachs, R., & Polio, C. (2007). Learners' uses of two types of written feedback on a L2 writing revision task. *Studies in Second Language Acquisition, 29*, 67-100.
- Saito, H., & Fujita, T. (2004). Characteristics and user acceptance of peer rating in EFL writing classrooms. *Language Teaching Research, 8*, 31-54.

Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing, 15*, 153-173.

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing, 16*, 255-272.

Tuzi, F. (2004). The impact of e-feedback on the revisions of L2 writers in an academic writing course. *Computers and Composition, 21*, 217-235.

Zamel, V. (1985). Responding to student writing. *TESOL Quarterly, 19*, 79-101.

2. Writing in curricular perspective

Hilgers, T. L., Hussey, E. L., & Stitt-Bergh, M. (1999). "As you're writing, you have these epiphanies": What college students say about writing and learning in their majors. *Written Communication, 16*, 317-353. [Writing Across the Curriculum/Writing Intensive courses at UH]

Mee, C. Y. (1998). The examination culture and its impact on literacy innovations: The case of Singapore. *Language and Education, 12*, 192-209. [Singapore]

Pally, M. (2001). Skills development in 'sustained' content based curricula: Case studies in analytical/critical thinking and academic writing. *Language and Education, 15*, 279-305. [US]

Rubin, B., Katznelson, H., & Perpignan, H. (2005). Learning for life: The potential of academic writing courses for individual EFL learners. *System, 33*, 17-27. [US]

Sengupta, S., & Falvey, P. (1998). The role of the teaching context in Hong Kong English teachers' perceptions of L2 writing pedagogy. *Evaluation and Research in Education, 12*, 72-95. [Hong Kong]

Thonus, T. (2002). Tutor and student assessments of academic writing tutorials: What is "success"? *Assessing Writing, 8*, 110-134.

Weigle, S. C., & Nelson, G. (2004). Novice tutors and their esl tutees: Three case studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing, 13*, 203-225.

Williams, J. (2004). Tutoring and revision: Second language writers in the writing center. *Journal of Second Language Writing, 13*, 173-201.

You, X. (2004). "The choice made from no choice": English writing instruction in a Chinese university. *Journal of Second Language Writing, 13*, 97-110.

Zhu, W. (2004). Writing in business courses: An analysis of assignment types, their characteristics, and required skills. *English for Specific Purposes, 23*, 111-135.

3. Assessment of L2 writing

Arkoudis, S., & O'Loughlin, K. (2004). Tensions between validity and outcomes: Teacher assessment of written work of recently arrived immigrant ESL students. *Language Testing, 21*, 284-304.

Condon, W., & Kelly-Riley, D. (2004). Assessing and teaching what we value: The relationship between college-level writing and critical thinking abilities. *Assessing Writing, 9*, 56-75.

Cumming, A. (2001). ESL/EFL instructors' practices for writing assessment: Specific purposes or general purposes? *Language Testing, 18*, 207-224.

Cumming, A. (2002). Assessing writing: Alternative constructs and ethical dilemmas. *Assessing Writing, 8*, 73-83.

Luoma, S., & Tarnanen, M. (2003). Creating a self-rating instrument for second language writing: From idea to implementation. *Language Testing, 20*, 440-465.

Shi, L. (2001). Native- and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing, 18*, 303-325.

Song, B., & August, B. (2002). Using portfolios to assess the writing of esl students: A powerful alternative? *Journal of Second Language Writing, 11*, 49-72.

Qi, L. (2007). Is testing an efficient agent for pedagogical change? Examining the intended washback of the writing task in a high-stakes English test in China. *Assessment in Education: Principles, Policy & Practice, 14*, 51 - 74.

4. Academic writing development

Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *Journal of English for Academic Purposes, 5*, 4-18.

Britt, M. A., & Angliskas, C. (2002). Improving students' ability to identify and use source information. *Cognition and Instruction, 20*, 485-522. [L1 writers]

Cahill, D. (2003). The myth of the "turn" in contrastive rhetoric. *Written Communication, 20*, 170-194.

Currie, P., & Cray, E. (2004). ESL literacy: Language practice or social practice? *Journal of Second Language Writing, 13*, 111-132.

- Curry, M. J., & Lillis, T. (2004). Multilingual scholars and the imperative to publish in English: Negotiating interests, demands, and rewards. *TESOL Quarterly*, 38, 663-688.
- Huang, J. (2004). Socialising ESL students into the discourse of school science through academic writing. *Language and Education*, 18, 97-123.
- Hyland, K. (2000). Hedges, boosters, and lexical invisibility: Noticing modifiers in academic texts. *Language Awareness*, 9, 179-197.
- Janisch, C., & Johnson, M. (2003). Effective literacy practices and challenging curriculum for at-risk learners: Great expectations. *Journal of Educational for Students Placed at Risk*, 8, 295-308.
- Kaplan, R. B., & Baldauf, R. B. J. (2005). Editing contributed scholarly articles from a language management perspective. *Journal of Second Language Writing*, 14, 47-62.
- Keck, C. M. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of Second Language Writing*, 15, 261-278.
- Li, Y.-Y. (2007). Apprentice scholarly writing in a community of practice: An "intraview" of an NNES graduate student writing a research article. *TESOL Quarterly*, 41, 55-79.
- Lillis, T., & Curry, M. J. (2006). Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication*, 23, 3-35.
- McClanahan, K. (2005). *Working through plagiarism and patchwriting: Three L2 writers navigating intertextual worlds*. Unpublished Master's Scholarly Paper. Honolulu, HI: University of Hawai'i at Mānoa.
- McCarthy, S. J., & García, G. E. (2005). English language learners' writing practices and attitudes. *Written Communication*, 22, 36-75. [elementary ELLs]
- McCarthy, S. J., Guo, Y.-H., & Cummins, S. (2005). Understanding changes in elementary Mandarin students' L1 and L2 writing. *Journal of Second Language Writing*, 14, 71-104.
- Ortega, L., & Carson, J. G. (in press). Multicompetence, social context, and L2 writing research praxis. In T. Silva & P. K. Matsuda (Eds.), *Practicing theory in second language writing*. Wes Lafayette, IN: Parlor Press.
- Paxton, R. J. (2002). The influence of author visibility on high school students solving a historical problem. *Cognition and Instruction*, 20, 197-248.

Pecorari, D. (2001). Plagiarism and international students: How the English-speaking university responds. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on l2 reading-writing connections* (pp. 229-245). Ann Arbor, MI: The University of Michigan Press.

Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing, 12*, 317-345.

Pecorari, D. (2006). Visible and occluded citation features in postgraduate second-language writing. *Journal of Second Language Writing, 25*, 4-29.

Rinnert, C., & Kobayashi, H. (2005). Borrowing words and ideas: Insights from Japanese L1 writers. *Journal of Asian Pacific Communication, 15*, 31-56.

Sasaki, M. (2007). Effects of study-abroad experiences on EFL writers: A multiple-data analysis. *Modern Language Journal, 91*, 602-620.

Shi, L. (2004). Textual borrowing in second-language writing. *Written Communication, 21*, 171-200.

Tardy, C. (2005). "It's like a story": Rhetorical knowledge development in advanced academic literacy. *Journal of English for Academic Purposes, 4*, 325-338.

Villalva, K. E. (2006). Hidden literacies and inquiry approaches of bilingual high school writers. *Written Communication, 23*, 91-129.

5. L1 influences (crossrhetorical transfer, cultural issues)

Canagarajah, A. S. (2006). Toward a writing pedagogy of shuttling between languages: Learning from multilingual writers. *College English, 68*(6), 589-604.

Kobayashi, H., & Rinnert, C. (2008). Task response and text construction across L1 and L2 writing. *Journal of Second Language Writing, 17*, 7-29.

Kubota, R. (1998). An investigation of L1-L2 transfer in writing among Japanese university students: Implications for contrastive rhetoric. *Journal of second language writing, 7*, 69-100.

Kubota, R. (2006). Unfinished knowledge: The story of Barbara. In H. Luria, D. M. Seymour & T. Smoke (Eds.), *Language and linguistics in context: Readings and applications for teachers* (pp. 107-114). Mahwah, NJ: Lawrence Erlbaum.

Kubota, R., & Lehner, A. (2004). Toward critical contrastive rhetoric. *Journal of Second Language Writing, 13*, 7-27.

Matsuda, P. K. (2001). Voice in Japanese written discourse: Implications for second language writing. *Journal of Second Language Writing, 10*, 35-53.

Matsuda, P. K., & Tardy, C. M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes, 26*, 235-249.

Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism. *TESOL Quarterly, 30*, 201-230.

Stapleton, P. (2001). Assessing critical thinking in the writing of Japanese university students: Insights about assumptions and content familiarity. *Written Communication, 18*, 506-548.

6. Qualitative case studies of L2 writers

Angelova, M., & Riazantseva, A. (1999). "If you don't tell me, how can I know?" A case study of four international students learning to write the U.S. way. *Written Communication, 16*, 491-525.

Fishman, S. M., & McCarthy, L. (2001). An ESL writer and her discipline-based professor: Making progress even when goals don't match. *Written Communication, 18*, 180-228.

Haneda, M. (2005). Investing in foreign-language writing: A study of two multicultural learners. *Journal of Language, Identity, and Education, 4*, 269-290. [L2 Japanese writing]

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

Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication, 14*, 3-62.

7. Critical literacy across geographies

Ahearn, L. M. (2004). Literacy, power, and agency: Love letters and development in Nepal. *Language and Education, 18*, 305-312. [Nepal]

Backledge, A. (1999). Language, literacy and social justice: The experiences of Bangladeshi women in Birmingham, UK. *Journal of Multilingual and Multicultural Development, 20*, 179-193.

Banda, F. (2003). A survey of literacy practices in black and coloured communities in South Africa: Towards a pedagogy of multiliteracies. *Language, Culture and Curriculum, 16*, 106-129.

Brandt, D. (2005). Writing for a living: Literacy and the knowledge economy. *Written Communication, 22*, 166-197. [US workplaces; L1 writing]

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Winsor, D. A. (1996). *Writing like an engineer: A rhetorical education*. Mahwah, NJ: Lawrence Erlbaum. [Hamilton: T11 .W55 1996]

Useful websites:

English Writing Workshop at UHM:
<http://maven.english.hawaii.edu/workshop/workshop.html>

Manoa Writing Program at UHM (with lots of resources and tips about writing):
<http://mwp01.mwp.hawaii.edu/overview.htm>

The website for the *Journal of Second Language Writing*: <http://www.jslw.org/>

The website for the Symposium on Second Language <http://symposium.jslw.org/>
and for this coming Writing Symposium 2006: Practicing Theory in Second
Language Writing <http://logos.unh.edu/sslw/2006/>

Paul Matsuda's website: <http://matsuda.jslw.org/>

Haswell, R. H., & Blalock, G. (2005). *Comppile: An ongoing inventory of publications in post-secondary composition, rhetoric, ESL, and technical writing: 1939-1999*. Bibliography retrieved January 1, 2005, from
<http://comppile.tamucc.edu>

Writing Across the Curriculum History Bibliography, compiled by Peter Sands, Department of English/Edison Initiative University of Wisconsin-Milwaukee, and available at: <http://www.uwm.edu/letsci/edison/wac/history.html>

National Science Foundation-Northern Arizona University *Write like a chemist* project: <http://www4.nau.edu/chemwrite/textbook.htm> and
<http://wac.colostate.edu/atd/lids/stoller.cfm>

Daedalus Integrated Writing Environment software (free trial available):
<http://www.daedalus.com/default.asp>

Lawrence Erlbaum online Catalogues: <http://www.erlbaum.com/catalogs.htm>

The Michigan Series on Teaching Multilingual Writers:
<http://www.press.umich.edu/series.do?id=UM129>

Boynton/Cook Publishers' online sample chapters (30 in total!):
http://www.boyntoncook.com/sample_chapters.asp

Pittsburgh Series in Composition, Literacy, & Culture:
<http://www.pitt.edu/~press/BIP/CLC.html>

Assignments for freshman composition:
<http://members.tripod.com/~ElizBrunner/Teach/CompAssignments.html>

Kairos, an online refereed journal of rhetoric, technology, and pedagogy:
<http://english.ttu.edu/kairos/>

Portfolios for assessing writing:
<http://www.anglit.net/main/portfolio/default.html>
<http://www.nclrc.org/portfolio/modules.html>

American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for Writing:
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3326>

ESL Writing, a subpage of the *TESL Journal*: <http://iteslj.org/links/ESL/Writing/>

The National Council of Teachers of English (NCTE)'s Beliefs about the Teaching of Writing: <http://www.ncte.org/prog/writing/research/118876.htm>

The National Council of Teachers of English (NCTE)'s 10 Myths about Learning How to Write: <http://www.ncte.org/prog/writing/updates/115419.htm>

National Council of Teachers of English (NCTE) Guidelines:
Secondary level
<http://www.ncte.org/about/over/positions/level/mid/107655.htm>
College level
<http://www.ncte.org/about/over/positions/level/coll/107657.htm>

SLS 614: Second Language Writing (subject to revision)

Topics		Readings and assignments
Week 1 August 26 & 28	No classes yet, Lourdes in Essen for AILA 2008	
Week (2 →) 1 September 2	What do you believe about writing?	Casanave: Chapter 1-Beliefs and Realities Ortega (2004) Activity: <i>Good writing?</i> (source: Kutz, Groden, & Zamel, 1993)
Week (3 →) 2 September 9	Influences from L1: Culture, rhetoric	Casanave: Chapter 2-Constrastive rhetoric Connor (2002) & Kubota & Lehner (2004) Activity: <i>Bidirectional transfer</i> (source: Rinnert & Kobayashi, AILA 2008)
Week (4→) 3 September 16	Teacher correction and response	Casanave, Chapter 3- Paths to Improvement Ferris (2004) & (Goldstein, 2004) Activity: What is Music? (source: McClanahan, Wolfe-Quintero)
Week (5→) 4 September 23	Assessment	Casanave, Chapter 4-Assessment Cumming (2001) & Lee (2007) Activity: Diverse approaches to assessment (source: Weigle, 2004)
Week (6→) 5 September 30	L2 writers' perspectives	Leki, Chapters 1, 2, & 3 (Ben & Yang)
Week (7→) 6 October 7	Learners' perspectives	Leki, Chapters 4 & 5 (Jan & Yuko)
Week (8→) 7 October 14	Learners' perspectives & L2 writing research in SLRF	Leki, Chapters 6-8 Taking Stock assignment due October 14
<i>SLRF 17-19 October Imin Center</i>		
Week (9→) 8 October 21	Ideologies of writing	Casanave Ch 6 Atkinson & Ramanathan (1995) & Ivanič (2004)
Week (10→) 9 October 28	Student-chosen topic/reading	Workshops/student presentations can begin/additional readings TBN
Week (11 →) 10 No class November 4, class, Election Day -- -- Make up class this week? Th/F/Sat?		
Week (12 →) 11 No class November 11 Veterans' Day -- Make up class this week? Th/F/Sat?		
Week (☺ →) 12 November 18	Student-chosen topic/reading	workshops/student presentations
Week (14 →) ☺ November 25	Student-chosen topic/reading	workshops/student presentations
[November 27 Thanksgiving]		
Week (15→) 14 December 2 → Catch up with readings / student presentations		
Week (16→) 15: December 9 → Student presentations & last day to submit late Capstone assignment write-ups: December 18 by 5:00pm (pls email submission plus put hard copy to be delivered in my box)		