Tamkang University Academic Year 101_, _Spring Semester
Course Syllabus

Course Title	Second Language Writing		Instructor	Yueh K. Huang

Department/Year/Class		Course Details		
	☐Required ☐Selective	☐0（One Semester） ☐1（1st Semester） ☐2（2nd Semester） ☐3（3rd Semester）	Credits	3

Aim of Education	Core Competences
Train students with advanced English language and educational research capacities, so they devote themselves to the professional areas of literature, education and so forth.	**TRACK A:** 1.Foster the ability to delve into a specialized knowledge of literature. 2.Nurture the ability to do original research. 3. Cultivate professional ethics and social responsibility. **TRACK B:** 1. Develop original English teaching and research 2. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research. 3.Cultivate language teaching ethics and social responsibility.

Course Introduction (50 to 100 words)	This course deals with theories and pedagogical methods of second language writing with a focus on the problems faced by student writers composing in English, and on how teachers and students can work together to facilitate the improvement of writing skills in the classroom. We will examine current research in the field of corpus-based methods of instruction and develop a framework for the teaching of writing in the EFL context. Major topics and issues include: theory and contexts of EFL writing, writing as process, contrastive rhetoric, reading and writing connections, syllabus and lesson creation, teacher feedback and peer response, grammar/editing, assessment and computer technology. A research paper based on an action project is required.

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I.Objective Levels (select applicable ones)：

   (I) **Cognitive Domain：C1 Remembering、C2 Understanding、C3 Applying、C4 Analyzing、C5 Evaluating 、C6 Creating**

   (II) **Psychomotor Domain：P1 Imitation、P2 Mechanism、P3 Independent Operation、P4 Linked Operation、P5 Automation、P6 Origination**

   (III) **Affective Domain：A1 Receiving、A2 Responding、A3 Valuing、A4 Organizing、A5 Charaterizing、A6 Implementing**

II.The Relevance among Teaching Objectives, Objective Levels and Core Competence s：

   (I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.

   (II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)

   (III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
Participants of the seminar will 1 view L2 writing from a theoretical and research perspective and understand past and current pedagogical approaches in L2 writing	C, P, A	C6, P6, A6
2 become familiar with methods for teaching and assessing writing	C,A	C6,A6
3 develop skills for responding to writing (content, grammar, style, genre)	C,A	C6,A6
4 develop ways to evaluate teaching activities and materials	C,A	C6,A6
5 synthesize research findings through oral presentations and written reports	C, A	C6, A6
6 develop an understanding of L2 writing research and the ability to design experiment to inform practice	C,A	C6, A6
7		
8		

Teaching Objectives, Teaching Methods and Assessment		
Teaching Objectives	Teaching Methods	Assessment
1	Lecture; discussion; conferences	Presentation; discussion weekly journal entries
2	Lecture; discussion; conferences	Presentation; discussion weekly journal entries

3		Lecture; discussion	Presentation; discussion weekly journal entries
4		Lecture; discussion; peer observation	Presentation; discussion weekly journal entries
5		Lecture; discussion; pair work	Presentation; discussion
6		Lecture; discussion; service learning	Research report
7			
8			

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
□global perspectives	
□a vision for the future	
□information literacy	
□ethical and moral principles	翻譯建構中
□independent thinking	
□an awareness of healthy living	
□effective teamwork	
□an appreciation of the arts	

Course Schedule			
Week	Date	Subject/Topics (tentative schedule)	Note
1	2/21	Introduction; overview of syllabus	
2	2/28	No class (Holiday)	
3	3/7	Beliefs about writing; Writing reflection; Overview of L2 writing tradition: grammar practice; sentence combining; controlled writing; pattern/product approach; process movement	Academic writing needs for grad students
4	3/14	Theoretical and practical issues in ESL writing (F & H, ch 1) Introduction: Open Source Composition Texts for College Writers (WSRW Vol 1)	Reading response 1
5	3/21	ESL writing and L2 literacy development (F & H, ch 2) What is "Academic" Writing? (WSRW Volume I) Tardy, C.M. (2010) Writing for the world: Wikipedia as an introduction to academic writing	R R 2
6	3/28	Syllabus design and lesson planning (F & H, ch 3) Wikipedia Is Good for You? (WSRW Vol I)	R R 3
7	4/4	No class	
8	4/11	Text selection materials development (F & H, ch 4) Composing the Anthology: An Exercise in Patchwriting (WSRW Vol 1)	R R 4

9	4/18	Issues in feedback (F & H, ch 5) Ellis, R. (2009). A typology of written corrective feedback types. ELT Journal, 63, 97–107. Lee, I. (2010). Feedback revolution: what gets in the way?	R R 5
10	4/25	Midterm Exam Week	
11	5/2	Principles of peer response (F&H, ch 6) Flowerdew, J. & Li, Y. (2009). English or Chinese? The trade-off betwe international publication among Chinese academics in the humanities a sciences , JSLW, Vol. 18, Number 1, pp. 1-16.	R R 6
12	5/9	Error treatment (F & H ch 7) Van Beuningen, C.G. (2012) Evidence on the effectiveness of comprehensive error correction in L2, Language learning. 62(1)	R R 7
13	5/16	Corrective Feedback Ferris, D., Liu, H. et al. Written corrective feedback for individual L2 writers, Journal of Second Language Writing, Vol. 21 (Nov. 2012).	
14	5/23	Classroom approaches to ESL writing assessment (F&H, ch 8)	R R 8
15	5/30	Academic writing: English corpus The academic word list 10 years on: Research teaching implications. TESOL Quarterly, 29, 539-568	Observation & tutorial report due
16	6/6	Corpus-based research is too complicated to be useful for writing teacher (Conrad, S. 2008, *Writing Myth)*	
17	6/13	Paper presentation	Research paper due
18	6/20	Final Exam Week	

Requirement	
Teaching Facility	☐Computer ☐Overhead Projector ☐Other（＿＿＿＿＿）
Textbook(s)	*Teaching ESL Composition: Purpose, Process, and Practice* (2ⁿᵈ Edition). Lawrence Erlbaum, 2005 *Writing Spaces: Readings on Writing*, Vol. I & II, Parlor Press LLC. 2010
Suggested Readings	Reading list provided in class
Number of Assignment(s)	(Filled in only for those courses that apply)
Grading Policy	Reading and participation in class discussion (10%) Prepare and lead assigned topic discussion (10%) Observation & tutorial (10%) Weekly journal entries (20%) Research paper (50%)

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at **http://info.ais.tku.edu.tw/csp** or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp. ※**Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**