

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	SECOND LANGUAGE WRITING	Instructor	HUANG YUEH-KUEY
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits

D e p a r t m e n t a l A i m o f E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Foster the ability to delve into a specialized knowledge of literature.
- B. Nurture the ability to do original research.
- C. Cultivate professional ethics and social responsibility.
- D. Develop original English teaching and research.
- E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.
- F. Cultivate language teaching ethics and social responsibility.

Course Introduction	<p>This course deals with theories and pedagogical methods of L2 writing with a focus on the problems faced by student writers composing in English. We will examine current research in the field of corpus-based methods of instruction and develop a framework for EFL writing. Major topics and issues include: theory and contexts of L2 writing, writing as process, reading and writing connections, syllabus and lesson creation, teacher feedback and peer response, error treatment, grammar/editing, assessment and computer technology. A research paper based on an action project is required.</p>
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The Relevance among Teaching Objectives, Objective Levels and Departmental 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-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Participants of the seminar will 1 view L2 writing from a theoretical and research perspective/understand past and current pedagogical approaches in L2 writing 2 become familiar with methods for teaching and assessing writing 3 develop skills for responding to writing (content, grammar, style, genre) 4 develop ways to evaluate teaching activities and materials 5 develop an understanding of L2 writing research and the ability to design experiment to inform practice	A6	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
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1	Participants of the seminar will 1 view L2 writing from a theoretical and research perspective/understand past and current pedagogical approaches in L2 writing 2 become familiar with methods for teaching and assessing writing 3 develop skills for responding to writing (content, grammar, style, genre) 4 develop ways to evaluate teaching activities and materials 5 develop an understanding of L2 writing research and the ability to design experiment to inform practice	Lecture, Discussion, Problem solving	Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	106/02/13 ~ 106/02/19	Introduction; course overview	
2	106/02/20 ~ 106/02/26	Beliefs about writing; Writing reflection; Overview of L2 writing	

3	106/02/27 ~ 106/03/05	No class (holiday)	
4	106/03/06 ~ 106/03/12	Concepts in Writing and Learning to Write in L2 (F & H, Chap 1)	Reading Response #1
5	106/03/13 ~ 106/03/19	Comp pedagogies: theory, principle, and practice (F & H Chap 3)	RR #2
6	106/03/20 ~ 106/03/26	Reading, genre awareness, and task design in the L2 Composition Course	RR #3
7	106/03/27 ~ 106/04/02	Course design and instructional planning for the L2 writing course (Chap 5); Tardy, C.M. (2010) Writing for the world: Wikipedia as an introduction to academic writing	RR #4
8	106/04/03 ~ 106/04/09	No class (holiday)	
9	106/04/10 ~ 106/04/16	Classroom assessment of L2 writing (F & H, Chap 6)	RR #5
10	106/04/17 ~ 106/04/23	Response to student writing: issues and options for giving feedback (F&H Chap 7); A typology of Written Corrective Feedback, Ellis, 2009	RR #6
11	106/04/24 ~ 106/04/30	Improving accuracy in student writing: error treatment in comp. class (F&H chap 8); Computer-generated feedback on student writing, Ware, P. TESOL Quarterly, 45 (2011), pp. 769–774	RR #7
12	106/05/01 ~ 106/05/07	Developing language skills in the writing class: Why, what, how and who (F&H chap 9)	RR #8
13	106/05/08 ~ 106/05/14	Written corrective feedback for individual L2 writers, Ferris et al., JSLW, 22 (3), 2013, 307-329 I just want to do it right, but it' s so hard: A novice teachers' written feedback beliefs and practices, Junqueira, L, Payant, C., JSLW, 27, 2015, 19-36	
14	106/05/15 ~ 106/05/21	Comparing perspectives on L2 writing: Multiple analyses of a common corpus (introduction), JSLW, 26, 1-9 Polio, C. & Shea, M. C. (2014) An investigation into current measures of linguistic accuracy in L2 writing research, JSLW, 26, 10-27 Rethinking the role of automated writing evaluation (AWE) feedback in ESL, J. Li et al, JSLW, 27, 2015, 1-18	

15	106/05/22 ~ 106/05/28	Wolff, W. I. (2013). Interactivity and the invisible: What counts as writing in the age of Web 2.0. Computers and Composition, 3, 211-225. Scott, A. C. & Danielle, S. M. (2014). Does writing development equal writing quality, JSLW, 26, 66-79	
16	106/05/29 ~ 106/06/04	Hafner, C. H. (2013). Digital composition in a second or foreign language. TESOL Quarterly, 47, 830-834. http://dx.doi.org/10.1002/tesq.135	
17	106/06/05 ~ 106/06/11	Research project presentation	
18	106/06/12 ~ 106/06/18	Final Exam Week	
Requirement	Attendance and participation in class discussion (15%) Prepare and lead assigned topic discussion (15%) Reading response journal (20%) Action research paper (50%)		
Teaching Facility	Computer		
Textbook(s)	D. Ferris & J. Hedgcock (2014) Teaching L2 Composition: Purpose, Process, and Practice (3rd Edition). Routledge.		
Reference(s)	Writing Spaces: Reading on writing, Vol I & II, Polar Press LLC. 2010. Writing in Foreign Language Context: Learning, Teaching, and Research, Manchon, R. M. (ed.), Multilingual Matters, 2009.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 % ◆ Mark of Usual : 35.0 % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other < Research project > : 50.0 %		
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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		