



ENG 688 Teaching and Researching Second Language Writing

Instructor: Dr. Mimi Li (Associate Professor of Applied Linguistics)

Office location: David Talbot Hall RM 115

Office hours: Friday 11:00am-12:30pm on Zoom or other time by appointment

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COURSE DESCRIPTION

This course is an advanced graduate-level course designed to get students acquainted with the current theory and research in second language writing development and instruction. In this course, we will examine a broad range of theoretical and pedagogical issues related to second language (L2) writing, focusing specifically on writing in academic settings. We will discuss in-depth the following topics: a) L2 writers' perspectives; b) textual approaches to L2 writing; c) genre approach to L2 writing; d) rhetoric and culture influence in L2 writing; e) reading and writing connection, f) L2 writing assessment; g) feedback on writing; h) collaborative writing; i) computer technologies and L2 writing; and j) writing for publication.

COURSE OBJECTIVES/LEARNING OUTCOMES

Upon completion of this course, students will

1. Be able to demonstrate knowledge of L2 writing as a field, including its history, its relationship with other fields, its major contributors, theories/concepts, research approaches and findings;
2. Develop research skills in L2 writing and conduct independent research on a selected topic;
3. Be able to apply writing theories and research to solving pedagogical problems in the classroom;
4. Enhance their critical thinking and academic writing skills.

COURSE MATERIALS

Required textbooks

Kroll, B (Ed.). (2003). *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.

Ferris, D., & Hedgcock, J. (2014). *Teaching L2 composition: Purpose, process, and practice*. New York, NY: Routledge.

Other materials

Journal articles and other course information will be available on D2L Brightspace.

Computer and technologies

This class will be delivered both online and face-to-face. Students are required to have regular access to a computer with an internet connection. A current flash enabled internet browser is needed. For PC and Mac users the suggested browser is Mozilla Firefox. Please always check the course website for announcements and updates. Also, all the course assignments will be submitted to D2L. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk@tamuc.edu.

COURSE ASSIGNMENTS

The following assignments help students achieve the learning outcomes. Detailed information and guidelines for each assignment will be posted to the course website.

- **Online Discussions** (20 points) --- Online discussions provide students with opportunities to demonstrate their learning and ability to apply the course knowledge, and also scaffold each other's learning in the online community. Reading the required texts, supplemented with personal findings, will help the quality of the contribution. There are two deadlines each week: one for posting a reply to discussion prompts (i.e., by **Thursday** midnight), and one for posting responses to at least three of your classmates (i.e., **Sunday** midnight). Students will complete 5 online discussion assignments. (Meet Learning Outcomes #1, 2, and 4).
- **Reaction Papers** (15 points) --- These are short (2-3 pages, typed, double-spaced) papers in which students react to selected topics covered in the course readings. Students select two topics of their preference, and write a reaction paper for each topic. The reaction papers should not be summaries of the readings but papers in which students respond to questions, pose questions, or address a particular issue (or issues) or a more general theme emerging from the readings. (Meet Learning Outcomes #1 and 4)
- **Workshop Leading** (15 points) --- Students work in pairs/small groups and prepare an online workshop on a L2 writing topic of their choice, based on the course readings (e.g., implementing effective peer response). Varied technology tools can be used and the selected topics need to be approved by the instructor (Meet Learning Outcomes #1, 3, and 4).
- **Analysis of Student Writing** (10 points)—Students collect writing samples from two ESL students whose English proficiency level is intermediate or below (Writing samples will be given to those who do not work with ESL students). Students will analyze the writing samples addressing both global and local issues of writing, and then reflect on their analyzing processes. (Meet Learning Outcome #3).
- **Research Proposal** (25 points), **Presentation** (10 points), and **Peer Feedback** (5 points) --- This is a final project that students will conduct individually. It offers an opportunity for students to design a research project, which, when carried out, can lead to an important contribution to the field of L2 writing. The proposal should include a) a discussion of the research problem, objectives, significance of the study, definition of key terms, and research hypotheses (if applicable); b) a review of related literature; and c) a description

of the research methodology. The proposal should be about 20 pages, typed, double-spaced, following the APA format. Before students submit their final proposals, they will share essential components of their proposals via online presentations uploaded to the discussion forum. Students will then provide feedback on two classmates' proposals, which will be used for students' final revisions of their papers. (Meet Learning Outcomes #2 and 4).

COURSE/ UNIVERSITY POLICIES

Course Ground Rules

In this course, all work will be completed through D2L. You should check the course website frequently for assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always a day or two ahead. Please note that **assignment due dates are crucial. No delayed assignments will be accepted.** Moreover, we are co-constructing our knowledge in the learning community. Please be prepared, share thoughtfully, respond respectfully, and engage in all learning processes.

I also expect that students will exhibit courtesy toward others. Courtesy means NOT engaging in online rudeness or refusing to focus on group work or class discussion. Courtesy means engaging in behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated.

Grading Scale

The total score is 100 points. The course grade will be determined based on the following criteria:

Online Discussions	20 points
Reaction Papers	15 points
Workshop Leading	15 points
Analysis of Student Writing	10 points
Research Proposal	25 points
Presentation & Peer Feedback	15 (10+5) points

A = 90-100 B = 80-89 C=70-79 D= 60-69 F= 0-59

Assignment Submissions

- All assignments must be submitted by the designated due date (**Sunday 11:59pm**). No late work will be accepted. In a special circumstance with a valid excuse (which needs to be documented in paper and authorized), you may be granted with 24-hour grace period to complete your assignments.

- The submission should be in an appropriate academic format (i.e., APA). Failure to conform to the standards will result in points deducted. Please refresh your knowledge of the APA style via https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- If you have trouble uploading your assignment to the D2L course site, please e-mail your work to me at mimi.li@tamuc.edu.

Communication

Please feel free to contact me if you have any questions about this course. I generally reply email within 24 hours. Please send messages directly to mimi.li@tamuc.edu. If you need an individual conference with me, please email me to schedule an appointment one week ahead.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Writing Center

The Writing Center offers writers free, one-on-one assistance. We currently offer 45min, face-to-face or online sessions that writers can book from our website: www.tamuc.edu/writing-center. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: writingcenter@tamuc.edu

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. <https://www.tamuc.edu/campuslife/campusServices/studentRights/documents/Code%20of%20conduct%20in%20english.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the following webpages: <https://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/history/Current%20Students/academicIntegrityPolicy.aspx>

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Gee Library, Room 132; Tel: (903) 886-5150 or (903) 886-5835; Email: StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event

organizer. <https://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE SCHEDULE

Week	Topic	Readings & Assignments Due
Week 1 (1/29-2/4)	<i>Course Overview</i> <i>Introduction to the field of L2 writing</i>	Matsuda, 2003 (Chapter 1 in Kroll) Polio, 2003 (Chapter 2 in Kroll) Ferris & Hedgcock, Chapter 3 Self-introduction
Week 2 (2/5-2/11)	<i>L2 instructors' and writers' perspectives</i>	Silva, 2003 (Chapter 4 in Kroll) Cumming, 2003 (Chapter 3 in Kroll) Ruecker, 2011
Week 3 (2/12-2/18)	<i>Process and textual approaches to L2 writing</i>	Sasaki, 2000 Lu & Ai, 2015 Eckstein & Ferris, 2018* Online Discussion 1
Week 4 (2/19-2/25)	<i>Post-process and genre approaches to L2 writing</i>	Johns, 2003 (Chapter 8 in Kroll) Belcher, 2006; Hyland, 2007 Online Discussion 2
Week 5 (2/26-3/3)	<i>Rhetorical and cultural influences in L2 writing</i>	Connor, 2003 (Chapter 9 in Kroll) Martin, 2003; Canagarajah, A. S. (2006) Reaction Paper 1
Week 6 (3/4-3/10)	<i>Reading and writing connections</i>	Ferris & Hedgcock, Chapter 2; Grabe, 2003 (Chapter 10 in Kroll) Hirvela, 2004 (Chapter 1) Online Discussion 3 Workshop leading
Week 8 (3/18-3/24)	<i>L2 writing assessment</i>	Ferris & Hedgcock, Chapter 8; Hamp-Lyons, 2003 (Chapter 7 in Kroll) Weigle, 2007 Crusan et al., 2016 Online Discussion 4
Week 9 (3/25-3/31)	<i>Feedback on writing: Teacher feedback & Error treatment</i>	Ferris & Hedgcock, Chapters 7 & 8; Ferris, 2003 (Chapter 5 in Kroll) Lee, 2008 Analysis of Student writing
Week 10 (4/1-4/7)	<i>Feedback on writing: Peer Response</i>	Ferris & Hedgcock, Chapter 7 (review); de Guerrero & Villamil, 2000 Min, 2006 Workshop leading
Week 11 (4/8- 4/14)	<i>Collaborative writing</i>	Storch, 2005 Storch, 2002 Li & Zhu, 2017 Li & Kim, 2016* Reaction Paper 2

Week 12 (4/15-4/21)	<i>Computer technologies and L2 writing</i>	Ferris & Hedgcock, Chapter 9; Godwin-Jones, 2018; Hafner, 2015; Zhang & Li, 2023 Online Discussion 5 Workshop leading
Week 13 (4/22-4/28)	<i>Computer technologies and L2 writing (cont'd)</i>	Jiang & Luk, 2016; Li et al., 2015 Godwin-Jones, 2020;
Week 14 (4/29-5/5)	<i>Academic literacy and Writing for publication</i>	Tardy, 2015; Li & Flowerdew, 2020; Research Proposal Presentation
Week 15 (5/6-5/12)	<i>Final writing project</i>	Peer feedback, Final paper

Note: This is a tentative schedule. The instructor reserves the right to make modifications as needed. Readings marked with are optional. Workshop leading will be assigned by the second week of class.*

SUPPLEMENTARY READINGS

Published special issues that address our course topics:

“L2 in the post-process era”, Journal of Second Language Writing, 2003 (edited by Dwight Atkinson)

“The future of genre in second language writing”, Journal of Second Language Writing, 2011 (edited by Christine Tardy)

“New developments in the study of writing complexity”, Journal of Second Language Writing, 2015 (edited by Nina Vyatkina)

“Second language writing in the age of computer-mediated communication”, Journal of Second Language Writing, 2017 (edited by Mimi Li and Neomy Storch)

"L2 writing assessment in the digital age", Journal of Second Language Writing, 2022 (edited by Jinrong Li and Mimi Li)

"Multimodal composing in multilingual learning and teaching contexts, Journal of Second Language Writing, 2019 (edited by Youngjoo Yi, Dong-shin Shin, and Tony Cimasko)

“Contrastive Rhetoric in EAP”, Journal of English for Academic Purposes, 2004 (edited by Ulla Connor) “Advanced academic literacy”, Journal of English for Academic Purposes, 2005 (edited by Sima Sengupta)

“Feedback in writing: Issues and challenges”, Assessing Writing, 2014 (edited by Icy Lee)

Sample journals that publish work in L2 writing:

Journal of Second language Writing
Journal of English for Academic Purposes
English for Specific Purposes
Assessing Writing
Written Communication
TESOL Quarterly
The Modern Language Journal
Applied Linguistics
System
Computers and Composition
Language Learning
Language Teaching Research
Language Learning & Technology
Computer Assisted Language Learning

