COURSE ENG 688.01W, Teaching and Researching Second Language Writing

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: **Dr. Mimi Li,** Associate Professor of Applied Linguistics
Office Location: David Talbot Hall Room 115
Office Hours: Friday 11am-12:30pm on Zoom and other time by appointment
University Email Address: mimi.li@etamu.edu
Preferred Form of Communication**:** Email correspondence
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Ferris, D., & Hedgcock, J. (2023). *Teaching L2 composition: Purpose, process, and practice* (4th edition). Routledge.

Optional Texts and/or Materials
Journal articles and other course information will be available on D2L Brightspace.

Computer and technologies
This class will be delivered online. Students are required to have regular access to a computer with an internet connection. 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.

Course Description

Student Learning Outcomes

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 REQUIREMENTS

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.

Assignment Submissions

All writing 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 24-48 hour grace period to complete your assignments.
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The submission should be in an appropriate academic format (i.e., APA). Failure to confirm 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@etamu.edu.

GRADING

Final grades in this course will be based on the following scale:

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

Weights of the assessments in the calculation of the final letter grade.

Online Discussions	20%
Reaction Papers	15%
Workshop Leading	15%
Analysis of Student Writing	10%
Research Proposal	25%
Presentation and Peer Feedback	15%
TOTAL	100%

Assessments

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 two 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 (A detailed guideline will be shared on D2L). 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).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor at mimi.li@etamu.edu

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

Writing Center

The Writing Center offers writers free, one-on-one assistance. The center offers 45min, face-to-face or online sessions that writers can book from the website: www.tamuc.edu/writing-center. All writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!) are welcome. 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@etamu.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University 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:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- 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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.

Web url:
http://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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Department or Accrediting Agency Required Content

Departmental-Specific Procedures

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

COURSE OUTLINE / CALENDAR

Week	Topic	Reading and Assignment Due
Week 1 (1/29-2/8)	*Course Overview Introduction to the field of L2 writing*	Matsuda, 2003 (Chapter 1 in Kroll) Polio, 2003 (Chapter 2 in Kroll) Ferris & Hedgcock, Chapter 3 Self-introduction
Week 2 (2/9-2/15)	*L2 instructors' and writers' perspectives*	Silva, 2003 (Chapter 4 in Kroll) Cumming, 2003 (Chapter 3 in Kroll) Ruecker, 2011
Week 3 (2/16-2/22)	*Process and textual approaches to L2 writing*	Sasaki, 2000 Lu & Ai, 2015 Eckestein & Ferris, 2018* **Online Discussion 1**
Week 4 (2/23-3/1)	*Post-process and genre approaches to L2 writing*	Johns, 2003 (Chapter 8 in Kroll) Belcher, 2006; Hyland, 2007 **Online Discussion 2**
Week 5 (3/2-3/8)	*Rhetorical and cultural influences in L2 writing*	Connor, 2003 (Chapter 9 in Kroll) Martin, 2003; Canagarajah, 2006 **Reaction Paper 1**
Week 6 (3/9-3/15)	Spring Break, No class	Enjoy your spring break!
Week 7 (3/16-3/22)	*Reading and writing connections*	Ferris & Hedgcock, Chapter 2; Grabe, 2003 (Chapter 10 in Kroll) Hirvela, 2004 (Chapter 1) **Online Discussion 3 Workshop leading #1**
Week 8 (3/23-3/29)	*L2 writing assessment*	Ferris & Hedgcock, Chapter 8; Hamp-Lyons, 2003 (Chapter 7 in Kroll) Weigle, 2007 Crusan et al., 2016 **Online Discussion 4; Workshop leading #2**
Week 9 (3/30-4/5)	*Feedback on writing: Teacher feedback & Error treatment*	Ferris & Hedgcock, Chapters 7 & 8; Ferris, 2003 (Chapter 5 in Kroll) Lee, 2008 **Analysis of Student writing**
Week 10 (4/6-4/12)	*Feedback on writing: Peer Response*	Ferris & Hedgcock, Chapter 7 (review); de Guerrero & Villamil, 2000 Min, 2006 **Workshop leading #3**
Week 11 (4/13-4/19)	*Collaborative writing*	Storch, 2005 Storch, 2002 Li & Zhu, 2017 Li & Zhang, 2023* **Reaction Paper 2**
Week 12 (4/20-4/26)	*Computer technologies and L2 writing*	Ferris & Hedgcock, Chapter 9; Godwin-Jones, 2018; Hafner, 2015 **Online Discussion 5**
Week 13 (4/27-5/3)	*GenAI in L2 writing*	Warschauer et al. (2023); Cheng et al. (2025); Hyland (2025)
Finals	Final writing project	**presentation, peer feedback and research proposal**

Note. This is a tentative schedule. The instructor reserves the right to make modifications as needed.