

**ENGL 7536/8536      M50**  
**Issues in ESL Writing**  
**Patterson 401D**

**Dr. Emily A. Thrush**  
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**Office hours: T- 12:00- 2:30 and by appointment**

**Catalog Description:**

Catalog Description: Emphasis on research in second language writing, especially the role of psychological, social, and cultural influences on learning to write in a second language.

**Extended Course Description:**

Issues in ESL Writing will survey research in teaching second language writing, examine common classroom practices, and look at the role of psychological, social, and cultural factors in teaching and learning writing. Topics include the relationship between reading and writing, individual learner differences, the influence of different native languages, an overview of composing processes, and effective methods of error correction,

Students will complete weekly assignments that include responding to readings, finding, reading and summarizing additional readings related to specific topics of interest, and analyzing and responding to sample student papers. Students will also participate on a discussion board. Major assignments include an annotated biography, a sample lesson plan, and a final exam.

**Course Objectives:**

The primary objective of this course is to give students tools for teaching writing skills to non-native speakers of English.

At the end of this course, students will be able to:

- Critique research on L2 writing
- Discuss recent and relevant research in L2 writing
- Identify their own and their students' writing processes
- Design and administer an action-research project
- Discuss the psychological, social, and cultural factors in teaching and learning writing
- Identify the relationship between reading and writing,

- Discuss individual learner differences and the influence of different native languages
- Use research-based techniques for evaluating and responding to student papers

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### **Course Topics:**

- \_ History of L1 and L2 Instruction
- \_ Research in writing
- \_ Curriculum issues
- \_ Relationship of reading and writing
- \_ Literature in teaching writing
- \_ Computer-assisted instruction and digital literacy
- \_ Response and Evaluation

### **Required Textbooks:**

Texts: Ferris, Dana R. *Teaching ESL Composition*. 2<sup>nd</sup> Ed. Erlbaum. ISBN: 0-8058-4467-8

Ferris, Dana. *Treatment of Error in Second Language Student Writing*. U. of Mich Press, 2002. ISBN: 0-47208-8165

Additional readings, videos and podcasts online

### **Assessment and Grading**

Due dates are by the Modules on the Content page and on the Dropbox.

Weekly short papers = 30%

Annotated bibliography = 20%

Final exam = 20%.

Sample lesson plan = 10%

Participation on Discussion Board = 20%

Successful students will demonstrate a knowledge of methods and techniques in teaching writing as well as an understanding of the writing processes of language learners and appropriate strategies for responding to student papers.

4.3-A+  
 4.0-A  
 3.7 A-  
 3.3 B+  
 3.0 B  
 2.7 B-  
 2.3 C+  
 2.0 C  
 1.7 C-

### Course Ground Rules

Expect to spend an average of 6 to 9 hours a week reading, writing responses to assignments, responding to messages on the Discussion Board and communicating with the instructor. Please address technical problems immediately, Observe course netiquette at all times.

Schedule:

Reading	Topic	Due Date
Ferris 1, chap 1	Theoretical and Practical Issues	Jan 30
F1, chap 2 F2, Chap 1	L2 Literacy Development	Feb 6
F1, chap 3 F2, chap 2	Process Approach	Feb 27
F1, chap 4 F2, chap 3	Materials Development	March 13
F1, chap 5 F2, chap 4	Responding to Writing	March 20
F1, chap 6	Peer Response	April 3
F1, chap 8	Approaches to Assessment	April 10
F1, chap 9	Technology in Writing	April 17
	Final Exam	May 3

Any student who may need class or test accommodations based on the impact of a disability is encouraged to communicate with me privately to discuss your specific needs. Students with disabilities should also contact Student Disability Services (SDS) at 110 Wilder Tower, 678-2880. SDS coordinates reasonable accommodations for students with documented disabilities.

