LLT 809: Teaching Second Language Reading and Writing | 2014

Instructor: Peter De Costa
Classroom & Meeting Time: A219 Clinical Center; 11:30-2:20 (Wednesday)
Office Hours: Wednesday, 8:30-10:30am, and by appointment

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Course Description and Objectives:

This course focuses on teaching reading and writing second language (L2) learners. In order to develop our understanding of how to teach such learners, we will be working closely with instructors from the MSU English Language Center.

More specifically, this course offers graduate students an opportunity to

- Create activities that focus on reading and vocabulary.
- Create activities for both learning to writing and writing to learn.
- Help students write through various interventions and feedback.
- Choose appropriate reading and writing materials for a variety of levels.
- Develop lessons and units for reading, writing, and integrated reading and writing.
- Understand and evaluate research article on reading and writing.
- Apply the results of research to teaching reading and writing.
- Engage in a classroom-based research project to enhance their understanding of how to enhance the reading and writing learning outcomes of L2 learners.

Required Text:

Hedgcock, J.S., & Ferris, D. (2009). *Teaching readers of English: Students, texts, and context*. New York: Routledge.

Recommended Text:

Ferris, D., & Hedgcock, J.S. (2014). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). New York: Routledge.

Requirements and Grading:

Three tracks are available to you, depending on the program in which you are enrolled. However, regardless of the track you select, all of you will engage in the following:

- Article presentation
- Forum posts on D2L
- Observation of an ESL reading and writing lesson

1.   Article presentation
- Each student will lead a discussion of one of the assigned readings. Discussion leaders will lead a 30-minute critique of the study in relation to the other readings for that week. To assist your peers in preparing for the discussion, post a list of discussion questions on the class website **two days** before our class meeting.

2.   Forum posts on D2L
- To ensure that you keep up with the readings and to foster intellectual dialogue on topics discussed in class, each of you will post reflections on readings that would have influenced your thinking. In total, **three posts** will be made by you. Each post will contain reflections on **three readings.** The posts will be staggered across the semester. In addition to posting your thoughts each time, you will also respond to the posts of **three classmates.** In other words, over the course of the semester, you will make three individual posts and respond to a total of nine posts by your classmates.

3.   Observation of an ESL reading and writing lesson
- To prepare you for the final project (regardless of your track), you will work in groups of three (ideally one PhD student, one thesis oriented MA student, and one non-thesis oriented MA student). The objective in mixing all three types of students is to tap pedagogical and theoretical synergy within each group. Each group will observe one ESL reading and writing class and subsequently submit a two-page memo based on their classroom observation. The grade for each memo will be jointly shared by all group members.

Track A (mandatory for all PhD. Students)
- Completion of short homework assignments (i.e., D2L forum posts, lesson observation group memo) (15%)
- Participation in class discussions about readings (15%)
- Article presentation (10%)
- Research proposal (10%)
- Final paper (50%)
  You will need to submit an Institutional Review Board (IRB) application by October 15, 2014. You will have to review a wide range of literature, both in terms of research methodology and in terms of the topic under investigation. The study needs to be clearly situated within the theoretical frameworks and research methodologies discussed in class. Other key considerations: articulate the research question(s) and operationally define key terms; select data collection and analysis procedures that are appropriate for the research question(s) that guide your study; support all assertions and carefully interpret and document your findings; identify the shortcomings of your study; spell out suggestions for further research and discuss (where relevant) implications of the findings for language learning and teaching. Your manuscript should be double-spaced , Times Roman font 12, and not exceed 8,500 words (including references, tables, figures etc.).

Track B (recommended for MA students writing a thesis)
- Completion of short homework assignments (i.e., D2L forum posts, lesson observation group memo) (25%)
- Participation in class discussions about readings (15%)
- Article presentation (10%)
- Research proposal (50%)
  - This includes a full literature review and method section including all instruments. Your study needs to be clearly situated within the theoretical frameworks and research methodologies discussed in class. Other key considerations: articulate the research question(s) and operationally define key terms; and select data collection and analysis procedures that are appropriate for the research question(s) that guide your study. Your manuscript should be double-spaced , Times Roman font 12, and not exceed 3,500 words (including references, tables, figures etc.).

Track C (recommended for MA students not writing a thesis)
- Completion of short homework assignments (i.e., D2L forum posts, lesson observation group memo) (25%)
- Participation in class discussions about readings (15%)
- Article presentation (10%)
- Activity presentation (10%)
    - o See attached details.
- Textbook review of a reading, writing, or integrating reading/writing book (20%)
    - o See guidelines in MA TESOL handbook.
- Final lesson plan for an academic ESL reading/writing class (20%)
    - o See attached details.

Grading scale for all assignments:

A	4.0	Student met all requirements and performed exceptionally.
A-	3.5	Student met all requirements and performed very well.
B	3.0	Student met most requirements and performed adequately.
B-	2.5	Student met some requirements and performed at a less than satisfactory level.
C	2.0	Student did not meet requirements and performed at an unsatisfactory level.
C-	1.5	Student did not meet requirements for the course and performed poorly.

- Assignments are expected to be well written and with a minimum of grammatical errors. Free writing assistance is available at the Writing Center in Bessey Hall (http://writing.msu.edu) or at the ELC Writing Lab (http://elc.msu.edu/ESL_lab.html)

Class Website and Email:
- Students are responsible for checking our D2L class website every week for messages about class from either your classmates or me. I will be posting course information about assignments, due dates, follow up to class discussions, course log questions etc. – y**ou are responsible for checking the course website so you can keep updated with this information**.
- I will also regularly post other resources on teaching and researching L2 reading and writing on the website. Anyone else who would like to do so should go ahead and post any material related to the teaching and researching L2 reading and writing. You should also feel free to initiate a discussion about any related topic when we cover it in class and everyone should feel free entering into these discussions.
- I am readily available on email so if you have a question or concern you would like answered outside of office hours, feel free to email me.

Late Policy:
- All work is due on the specified due date. Late work will be accepted without penalty only under extraordinary circumstances. In any other case, late work will receive one grade lower. In ALL cases, please see me ahead of time if your work will be late.

Academic integrity:

- Please keep in mind the guidelines for academic integrity outlined in the MATESOL Program Graduate Handbook (http://linglang.msu.edu/files/3513/8455/7344/MA_TESOL_Handbook_2013-14.rev.8.9.13.pdf), the Second Language Studies Ph.D. Program Handbook (http://sls.msu.edu/files/2813/7693/3430/Handbook2013_Aug19.pdf), and the MSU Guidelines for Integrity in Research and Creative Activities (http://grad.msu.edu/publications/docs/integrityresearch.pdf).

Expectations:

- Class activities will vary. What happens in each class will depend on a combination of the nature of the material we will cover during that class period and what the needs are of the class at that time.
- The readings need to be read before the class where we will discuss the subject matter. When everyone is reading, this makes for a more involved and richer class experience and allows you to come prepared to add to discussions and identify areas you have questions about.
- This a **heavy reading and application course** which requires you to merge theory with practice. Some class sessions will have less reading than others, some more. My recommendation, particularly for the heavier reading days, and for those times in the semester that get a little crazy with work, is to form reading groups where you share the reading.
- This is a graduate seminar, which means that in most cases we will not be going over the readings in class but will use them in our discussions. If you have particular questions or reactions to the readings, please come to class with these. You can also use our course website and/or email to address questions.

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Course Readings

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Anderson, N. (2012). Reading instruction. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 218-225) New York: Cambridge University Press.

Atkinson, D. (Ed.) (2012). Disciplinary dialogues. *Journal of Second Language Writing, 22*, 425-450.

Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning, 62*(3), 665-703.

Bitchener, J. (2012). A reflection on 'the language learning potential' of written CF. *Journal of Second Language Writing, 21*, 348-363.

Casanave, C. (2012). Controversy and change in how we view L2 writing in international contexts. In L. Alsagoff, S.L. McKay, G. Hu & W.A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp. 282-297). New York: Routledge.

Cheng, R. (2013). A non-native student's experience on collaborating with native peers in academic literacy development: A sociopolitical perspective. *Journal of English for Academic Purposes, 12,* 12-22.

Duff, P. A. (2012). How to carry out case study research. In A. Mackey & S.M. Gass (Eds.), *Research methods in second language acquisition* (pp. 95-116). Malden, MA: Wiley-Blackwell.

Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal, 63*(2), 97-107.

Ferris, D. (2012). Writing instruction. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 226-235) New York: Cambridge University Press.

Ferris, D. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing, 19*, 6-23.

Ferris, D., & Hedgcock, J.S. (2014). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). New York: Routledge. [Chapters 4, 5 and 8]

Gimenez, J. (2014). Writing as social practice in engineering: Views from a cross-disciplinary study. In M.J. Curry & D.I. Hanauer (Eds.), *Language, literacy, and learning in STEM education: Research methods and perspectives from applied linguistics* (pp.67-85). Amsterdam: John Benjamins.

Green, S. (2013). Novice ESL writers: A longitudinal case-study of the situated academic writing processes of three undergraduates in a TESOL context. *Journal of English for Academic Purposes, 12*, 180-191.

Hedgcock, J.S., & Ferris, D. (2009). *Teaching readers of English: Students, texts, and context*. New York: Routledge. [Chapters 1,2,5,6 and 8]

Hyland, K. (2013). Faculty feedback: Perceptions and practices in L2 disciplinary writing. *Journal of Second Language Writing, 22*, 240-253.

Hyland, K. & Tse, P. (2007). Is there an "academic vocabulary"? *TESOL Quarterly, 41*(2), 235-253.

Juffs, A., & Friedline, B.E. (2014). Sociocultural influences on the use of a web-based tool for learning English vocabulary. *System, 42*, 48-59.

Keck, C. (2014). Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization processes. *Journal of Second Language Writing, 25*, 4-22.

Lantolf, J. (2005). Sociocultural and second language learning research: An exegesis. E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 335-354). New York: Routledge.

O'Keeffe, A. (2012). Vocabulary instruction. In A. Burns & J.C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 236-245) New York: Cambridge University Press.

Macalister, J. (2014). Teaching reading: Research into practice. *Language Teaching, 47*(3), 387-397.

Ortega, L. (2012). Epilogue: Exploring L2 writing-SLA interfaces. *Journal of Second Language Writing, 21*, 404-415.

Nathan, P. (2013). Academic writing in the business school: The genre of the business case report. *Journal of English for Academic Purposes, 12*, 57-68.

Paltridge, B. (2012a). Corpus approaches to discourse analysis. *Discourse analysis: An introduction* (pp. 144-168). London: Bloomsbury.

Paltridge, B. (2012b). Discourse and genre. *Discourse analysis: An introduction* (pp. 62-90). London: Bloomsbury.

Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching, 47*(3), 303-318.

Pecorari, D., & Petrić, B. (2014). Plagiarism in second-language writing. *Language Teaching, 47*(3), 269-302.

Polio, C. (2012). In A. Mackey & S.M. Gass (Eds.), *Research methods in second language acquisition* (pp. 139-157). Malden, MA: Wiley-Blackwell.

Polio, C. (under review). Second language writing development: A research agenda. *Language Teaching.*

Saffiedine, Z.N. (2014). Interactive Web 2.0 technology in L2 writing classrooms. *Journal of Teaching and Teacher Education,* 139-145.

Thompson, C., Morton, J., & Storch, N. (2013). Where from, who, why, and how? A study of the use of sources by first year L2 university students. *Journal of English for Academic Purposes, 12*, 99-109.

Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal, 29*(3), 412-430.

Wigglesworth, G., & Storch, N. (2012). What role for collaboration in writing and writing feedback. *Journal of Second Language Writing, 21*, 364-374.

Wingate, U. (2012). Using academic literacies and genre-based models for academic writing instruction: A 'literacy' journey. *Journal of English for Academic Purposes, 11*, 26-37.

Yang, L. (2014). Examining the meditational means in collaborative writing: Case studies of undergraduate ESL students in business courses. *Journal of Second Language Writing, 23*, 74-89.

Zhu, W., & Mitchell, D.A. (2012). Participation in peer response as activity: An examination of peer response stances from an activity theory perspective. *TESOL Quarterly, 46*(2), 362-386.

Recommended Readings

Boers, F. & Lindstromberg, S. (2012). Experimental and intervention studies on formulaic sequences in a second language in a second language. *Annual Review of Applied Linguistics*, *32*, 83-110.

Caplan, N. (2010). Beyond the five-paragraph essay: A content-first approach. In S. Kasten, (Ed.), *Effective second language writing*, (pp. 8-18). Alexandria, VA: TESOL.

Cavusgil, S. (2008). Myth 7: Academic writing courses should focus on paragraph and essay development. In J. Reid, (Ed.), *Writing myths: Applying second language research to the classroom* (pp. 140-158). Ann Arbor: University of Michigan Press.

Dovey, T. (2010). Facilitating writing from sources: A focus on both process and product. *Journal of English for Academic Purposes*, *9*, 45-60.

Folse, K.S. (2004). *Vocabulary Myths. Applying Second Language Research to Classroom Teaching.* Ann Arbor: The University of Michigan Press.

Grabe, W. (2009a). *Reading in a second language: Moving from theory to practice.* Cambridge: Cambridge University Press.

Grabe, W. (2009b). Teaching and testing reading. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 442-462). West Sussex, UK: Wiley –Blackwell.

Hudson, T. (2007). *Teaching second language reading.* Oxford: Oxford University Press.

Hyland, K. (2012). Bundles in academic discourse. *Annual Review of Applied Linguistics*, *32*, 150-172.

Koda, K. (2012). How to do research on second language writing. In A. Mackey & S. Gass (Eds.). *Research methods in second language acquisition*, (pp. 158-179). Malden, MA: Wiley Blackwell.

Laufer, B. & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics, 22,* 1-26.

Lim, J. M. H. (2010). Commenting on research results in applied linguistics and education: A comparative genre-based investigation. *English for Academic Purposes*, *9*, 280-294.

Loi, C. K. (2010). Research article introductions in Chinese and English: A comparative genre-based study. *English for Academic Purposes*, *9*, 267-279.

Lundstrom, K. & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, *18*, 30–43.

Maxim, H. (2002). A study into the feasibility and effects of reading extended authentic discourse in the beginning German language classroom. *Modern Language Journal*, *86*, 20-35.

Nation, P. & Chung, T. (2009). Teaching and testing vocabulary. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 543-599). West Sussex, UK: Wiley –Blackwell.

Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, *37*, 645-670.

Polio, C. (2012). The acquisition of second language writing. Gass, S. & Mackey, A., (Eds.) *Handbook of second language acquisition*, pp. 319-334. New York: Routledge.

Polio, C. & Williams, J. (2009). Teaching and assessing second language writing. In C. Doughty & M. H. Long (Eds.). *Handbook of second language pedagogy,* (pp. 486-517)*.* West Sussex, UK: Wiley –Blackwell.

Redmann, J. (2005). An interactive reading journal for all levels of foreign language curriculum. *Foreign Language Annals, 38*, 484-492.

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual.* London: Palgrave Macmillan.

Schmitt, N., & Zimmerman, C. B. (2002). Derivative word forms: What do learners know? *TESOL Quarterly, 36,* 145-171.

Schuemann, C. (2008). Myth 2: Teaching citation is someone else's job. In J. Reid, (Ed.), *Writing myths: Applying second language research to the classroom* (pp. 18-41). Ann Arbor: University of Michigan Press.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46*, 327-369.

Vandrick, S. (2003). Literature in the teaching of second language composition. In B. Kroll, (Ed.), *Exploring the dynamics of second language writing* (pp. 263-284). Cambridge: Cambridge University Press.

Williams, J. (2012). The potential role(s) of writing in second language development. *Journal of Second Language Writing*, *21*, 321-331.

Course Outline (Fall 2014)

Week/ Date	Topics	Required Readings	Work Due
1 (8/29)	Introduction to Reading, Writing, and Vocabulary	Anderson (2012); Ferris (2012); O'Keeffe (2012)	
2 (9/3)	Fundamentals of Reading/Designing Reading Lessons	*No class (LPP Conference)*, but (1) Guest talk by Patricia Walters and Elizabeth Webster (2) D2L forum discussion of Chapters 1,5 and 6 of Hedgcock and Ferris (2009)	**D2L Forum Post 1 Due on 9/6**
3 (9/10)	Vocabulary in Reading Instruction/ Guest talk by Larry Zwier	Chapter 8 of Hedgcock and Ferris (2009); Juffs & Friedline (2014); *Hyland and Tse (2007)*	*Presentation 1 (Hyland & Tse)*
4 (9/17)	Teaching and Researching L2 Reading/ Guest talk by Amy Krosche	Macalister (2014); *Beglar et al. (2012)*; Keck (2014)	*Presentation 2 (Beglar et al.)*
5 (9/24)	Conducting Case Study Research	Duff (2012); *Green (2013)*; Chapter 2 of Hedgcock and Ferris (2009)	*Presentation 3 (Green)*; Teaching reading activity demonstration
6 (10/1)	Technology, Corpus Linguistics, and L2 Learning/ Guest talk by Akiko Ota	Paltridge (2012a); Sadieddine (2014); *Wang & Vásquez (2012)*	*Presentation 4 (Wang & Vásquez)/* Insights from an Observed Reading Class (Group memo due)
7 (10/8)	Discourse Analysis: Genre	Paltridge (2012b); Paltridge (2014); *Nathan (2013)*	**Proposal Due for Track A**/ *Presentation 5 (Nathan)*
8 (10/15)	Designing Writing Lessons / Guest talk by Carol Arnold	Chapters 4, 5 and 9 of Ferris and Hedgcock (2014)	**IRB Submission/ Outline of Proposal for Track B**
9 (10/22)	Teaching and Researching L2 Writing (Part 1)/ Guest talk by Dr. Trixie Smith	*No class (ELT Conference)*, but (1) Guest talk by Dr. Trixie Smith (2) D2L forum discussion of Casanave (2012); Atkinson (2013); Polio (under review)	**D2L Forum Post 2 Due on 10/25**
10 (10/29)	Teaching and Researching L2 Writing (Part 2)/ L2 writing-SLA Interfaces /Guest Talk by Professor Ellen Cushman	Polio (2012); Ortega (2012)	Insights from an Observed Writing Class (Group memo due)
11 (11/5)	Practice-based Approaches to Writing	*Cheng (2013)*; Gimenez (2014); Wingate (2012) (optional reading)	Teaching writing activity demonstration/ *Presentation 6 (Cheng)*
12 (11/12)	Vygotskyan Approaches to Writing/ Guest talk by Carmela Gillette	Lantolf (2005); Yang (2014); *Zhu and Mitchell (2012)*	Textbook review due (for Track C)/*Presentation 7 (Zhu & Mitchell)*
13 (11/19)	Corrective Feedback/ /Guest talk by Alissa Cohen	Ellis (2008); *Bitchener (2012)*; Wigglesworth and Storch (2012)	*Presentation 8 (Bitchener)*/ **D2L Forum Post 3 Due on 11/22**
14 (11/26)	Academic writing: Writing with Sources	Pecorari and Petrić (2014); *Thompson et al. (2013)*	*Presentation 9 (Thompson et al.)*
15 (12/3)	Teachers' Perceptions	*Ferris (2014)*; Hyland (2013)	*Presentation 10 (Ferris)/* The final project for all three tracks is due before class on 12/3.

Details of Track C assignments
❖**Teaching activity demonstration**
This assignment is for you to demonstrate and present a classroom activity.
Content: You must demonstrate an activity that is somewhat self-contained, that is, you should not present a full lesson. It may focus on any skill for any level.
Resources: You may use an activity that you have seen or used before or that you have found in a book or on a website. Part of being a good teacher is being able to evaluate and adapt activities. You may also make up an activity. Be sure to credit your source.
Format for presentation: Because you will have only 15 minutes, you may have to present a shortened version of the activity. If that is the case, you will want to spend a few minutes explaining what you would do if you had more time. The activity should take about 20-45 minutes if it were done in a real language class.
What you need to turn in: At the beginning of your presentation, you will turn a short paper in hard copy explaining:
1. A name of the activity
2. The objective(s)
3. Possible populations
4. A detailed description of the procedure as would be used in a real class (not the abbreviated version demonstrated in our class)
5. A one-three paragraph rationale for your activity (i.e., why is it good?)
6. Where you found the activity
   Due dates: You will sign up in class for dates (either September 24 or November 5) to present.

❖**Final lesson plan**

Procedure and format
●This lesson plan is due before class on Wednesday, December 3.
 ●You may consult any materials that you would like. You must cite any materials used in the text of your answer in APA format. Items from the syllabus do not need to be listed in the reference list. Any other sources that you use must be given in the reference list, including web sites that you get ideas from, but you are not expected to find outside sources. You need not cite anything that I said in class or anything from the PowerPoints.
●The lesson plan should be single spaced with all materials attached.
●The rationale should be double spaced.
●If you have any questions, ask me and not your classmates.
●The lesson plan must include: population, objectives, materials, and procedure. **Unlike other lesson plan assignments that you might have done, this one must include a summary of what led up to the lesson and what comes after (or just one of the two if it starts or ends a unit).** This is because you cannot a complete reading-writing lesson using two pieces of authentic academic material in two-hours.
●For grading guidelines, see the MA comprehensive exam grading guidelines in the MA TESOL handbook on the TESOL web site.

Context

Imagine that you are teaching an undergraduate ESL class attended by international students from China accepted into MSU. The focus of the class is on reading and writing. Write a two-hour lesson plan for the class that includes two pieces of reading. They can be materials from one of your classes or something related to the topics covered in the classes (preferably 822, 895, 846, or 860). The lesson can be two-hours long or you can create two one-hour lessons to be completed on different days, possibly with relevant homework in between. You don't have to focus on both reading and writing in the two-hour lesson.

Rationale

Your rationale should be no more five double-spaced pages written in prose with no headings, excluding references. In the rationale, you should not summarize the lesson plan. Instead, you should justify your choice of materials and your procedures. Again, follow the MA TESOL comprehensive exam guidelines.