

Literacy Skills on English: Teaching Reading and Writing

英語讀寫教學法

Time: July 2-Aug. 21

1 : 30 ~ 4 : 40 (Mon.)

9 : 00 ~12 : 10 (Wed.)

Instructor: June Yichun Liu

Email: juneliu.nccu@gmail.com

Room: 研究 250308

Course Overview

Teaching Reading and Writing in English is a graduate-level course that provides a broad overview of various issues and strategies in teaching reading and writing in the context of English as a Foreign Language.

Learning Objectives

By the end of the semester, you should be able to:

- Be familiar with various issues in teaching reading and writing in EFL context.
- Explain various approaches to reading and writing instruction
- Integrate the discussed instruction in a real-life course
- Provide effective feedback on student writing
- Design individual and group activities to facilitate writing and reading development
- Assess student reading and writing effectively to maximize literacy development

Texts

Required Readings. Tentative Reading list is as the following, but will be adjusted accordingly.

. Matsuda, P. K., & Silva, T. (2010). Writing. In N. Schmitt (Ed.), *An introduction to applied linguistics* (2nd ed.; pp. 232-246). London: Hodder Education.

Matsuda, P. K., & Hammill, M. J. (2014). Second language writing pedagogy. In G. Tate, A. Rupiper, K. Shick, & B. Hessler (Eds.), *A guide to composition pedagogies* (2nd ed.; pp. 266-282). New York: Oxford University Press.

Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12(1), 65-83.

Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing*, 20, 111-133.

Racelis, J. V., & Matsuda, P. K. (2013). Integrating process and genre into the second language writing classroom: Research into practice. *Language Teaching*, 46(3), 382-393.

Ashwell, Tim. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing*, 9(3), 227-257.

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.

Matsuda, P. K. (1997). Contrastive rhetoric in context: A dynamic model of L2 writing. *Journal of Second Language Writing*, 6(1), 45-60.

Matsuda, A., & Matsuda, P. K. (2010). World Englishes and the teaching of writing. *TESOL Quarterly*, 44(2), 369-374.

Matsuda, P. K. (2012). Let's face it: Language issues and the Writing Program Administrator. *WPA: Writing Program Administration*, 36(1), 141-163.

Oh, S. Y. (2001). Two Types of Input Modification and EFL Reading Comprehension: Simplification Versus Elaboration. *TESOL Quarterly*, 35, 1. 69-96.

Linking Literacies: Perspectives on L2 Reading-Writing Connections. (2004). Belcher, D. & Hirvela, A. (Eds.) Ann Arbor: The University of Michigan Press

Cummins, J. (2005). Teaching for cross-language transfer in dual language education: possibilities and pitfalls. *TESOL Symposium on Dual Language Education*. Retrieved in 2013, 10, 5. From: http://www.achievementseminars.com/seminar_series_2005_2006/readings/tesol.turkey.pdf

Eisterhold, J. C. (1990). Reading-writing connections: Toward a description for second language learners. In Kroll, Babara (Ed.), *Second Language Writing: Research Insights for the Classroom*. Pp. 88-101. Cambridge: Cambridge University Press.

Course Policies

Late Submissions. You are expected to complete all assigned work on time. Late or incomplete work will not be accepted, responded to, or evaluated.

Reading. You are expected to read all the assigned readings. In addition, you are expected to do extra readings on the topic of your choice to complete your final project.

Feedback. You are encouraged to make an appointment with me if you wish to receive feedback on any aspect of your work throughout the semester. Ongoing feedback will be provided in class, but if you would like to receive feedback on your written work, make an appointment. Before discussing your written work by making an appointment, please provide the following information: 1) Your own assessment of the project (e.g., what you are trying to do; how you have accomplished the goals; how the project falls short of meeting your goals; what you are struggling with); 2) a description of what you plan to do with the project after receiving the feedback (e.g., revise into an applied project or thesis/dissertation proposal; submit for publication); and 3) what kind of feedback you wish to receive.

Format. Unless otherwise noted, your written work must be formatted according to the specifications of the APA Manual (6th ed.).

Attendance. Regular attendance is essential for your success in this course. You are expected to attend all class meetings. If you miss more than 4 classes, you automatically fail the course.

Participation. Active and constructive participation—during whole class and small group discussion—is imperative for your learning and for developing an effective learning community. Evidence of participation constitutes 20% of the final grade.

Grading. Grades will be assigned as follows:

Reflection (5% each).....	30%
Final Presentation.....	20%
Participation	15%
Final Essay	35%
Total	100%

Course Assignments

Reflections

You will be asked to write 6 reflections. Your entries can be your reflections on the reading, lecture and discussion, your observations about the teaching of writing, or any other thoughts that are related to the topic of this class.

Presentation

You are required to design a reading/writing course, syllabus, materials, and activities. During your presentation, you are required to do a 20 minute teaching demonstration. The presentation will be evaluated on the basis of the quality of insights, the amount and quality of relevant information, the quality of visuals features, and the overall effectiveness of the design of the course.

Final Essay

You are required to complete an Essay (at least 4000 words) based on the issues discussed in class.

➤ *This syllabus is adapted from Paul Kei Matsuda’s course Syllabus—“Teaching Writing in English as an International Language” May, 2013*