

# ENGLISH W501: The Teaching of Composition to Multilingual Writers

## ENG W501-30745 (T/R 9:30-10:45 a.m.) • BH 214 • Fall 2008

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### INSTRUCTOR INFORMATION

<b>Name</b>	Tarez Samra Graban
<b>Office</b>	BH 474 <b>Phone</b> 5-4888
<b>Office Hours</b>	T/R 2:30-4:00 or by appointment
<b>Web site</b>	<a href="http://www.indiana.edu/~tgfolio/w501/fall08.htm">http://www.indiana.edu/~tgfolio/w501/fall08.htm</a>
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### COURSE PURPOSE AND RATIONALE

ENG W501 combines an introduction to the general principles of teaching ESL composition with weekly workshops intended to improve instructors' L2 writing pedagogy. The aim of this practicum is to better prepare experienced Associate Instructors to develop and conduct a class that provides linguistic and discursive shelter for students who would not benefit from being mainstreamed into standard ENG W131, and that provides rigorous practice in critical reading, textual analysis, and writing from inquiry at the college level.

Our focus will be on directed reading into composition pedagogy, language-learning models, cross-cultural communication, genre studies, linguistic and rhetorical moves, sequenced writing projects, and basic principles of course design. As we read, we will try to answer some of our most pressing questions about how to conduct the class day-to-day, while generally building on our critical repertoire of what it means to teach writing well. This section (Fall 2008) will take on a special emphasis: giving Associate Instructors a guided experience in different facets of course design. As a group, we will collaborate on developing approaches for ENG W131NN, in accordance with newly drafted goals, means, and outcomes for the course. This collaboration will occur over the semester, in and out of the practicum, with several "Development" days given specifically to its work.

Teaching is a highly intellectual activity, meaning, among other things, it can never be "mastered." Regardless of our individual experience, there is always more to be learned, more insight to be gained, more of ourselves to re-invent, and more wisdom to be shared. I'm a strong believer in collective wisdom (I believe we have it, and I believe it works). That said, I hope you'll look at this practicum as an opportunity to ask and answer questions together, pool your intellectual resources, and give of your talents.

### COURSE TEXTS

- Coursepack of articles (**available for purchase at IU Bookstore and TIS**)
- Matsuda, Paul, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper (Eds). *Second Language Writing in the Composition Classroom: A Critical Sourcebook*. Boston: NCTE/Bedford, 2006. (**available for pickup at no cost in BH 446**)

### COURSE POLICIES AND REQUIREMENTS

This course is graded on a "satisfactory/non-satisfactory" basis. The following course requirements must be completed satisfactorily and on time in order to "pass" and receive credit for the course:

- Your regular attendance and participation at all practicum meetings
- Your engagement with weekly readings and discussion
- Your participation in all phases of the curriculum design
- Your observation and analytical write-up of two ENG W131 classes
- Your completion of a reflective writing project

### **Attendance and Participation**

Because this practicum is highly interactive and collaborative, attendance and active participation at all meetings are required. Please contact me as soon as possible if you are unable to attend a meeting in the event of dire illness or emergency, and take the responsibility to find out what was missed. Habitual or excessive lateness will be treated like absences, and may prevent you from passing the course.

### **Required Readings**

This semester, we will be reading for two purposes: to strengthen and inform our personal pedagogies for teaching L2 writing; and to build knowledge principles for the ENG W131NN curriculum design. Please come prepared for the discussions, bringing your book or coursepack with you to class. Much of the knowledge you gain won't be easily delivered *through* the readings, but rather *negotiated* and *made* as we work through them together. I will not add anything to our already-full list, but as different concerns arise for you or the group, I may swap out a reading or suggest a resource to aid our discussion and in-class work.

### **Curriculum Design Project**

Our main course project this semester will be working in small groups to develop approaches to ENG W131NN, following a set of course parameters that I will provide, and in accordance with new learning goals that have been established for the course. This course development will be quite guided, and we will navigate it together in phases. I will provide each group with landmarks along the way to help you see that it is manageable, and to ensure that we can make certain decisions—such as next semester's textbook selections—in a timely fashion. By the end of the semester, your group will have collaboratively produced a teaching portfolio around your course's design, including an annotated syllabus, major and minor assignment sheets, and other teaching artifacts such as evaluation sheets, peer review documents, or essential class activities. A more detailed description of this project is forthcoming.

### **Class Visits**

I will ask you to visit two ENG W131 classes this semester and to take notes on what goes on. After each visit I will ask you to: 1) send me a one-page write-up in which you tell me whose class it was, describe what you observed, and discuss what insight(s) you gained about your own teaching as a result; and 2) meet with the other instructor to collaboratively chat about what you saw. This should be a mutually beneficial activity in which you gain insight into how other instructors teach and value teaching, and through which they can obtain objective, non-evaluative feedback.

### **Reflective Writing Project**

It makes sense for you to finish the semester by using our course readings to reflect on the knowledge principles you have formed about L2 writing in the process of designing your course. Thus, as a way of synthesizing your experiences inside and outside of the classroom, I will ask you to compose an individual reflective essay and submit it with your group's teaching portfolio. This essay is not a seminar paper, but it is an academic reflection; it should demonstrate a critical understanding of your experiences, bring your voice and the readings into conversation, and follow the formatting and citation conventions that would apply to any other graduate level paper. You may want to keep

class notes or a journal throughout the semester so that you can capture those significant moments of understanding. A more detailed description of this project is forthcoming.

### SUPPORT SERVICES

Disability Services and the Adaptive Technologies divisions of the Office of Student Affairs can arrange for assistance, auxiliary aids, or related services if you think a temporary or permanent disability might prevent you from being a full participant in the class. Contact them at <http://www.dsa.indiana.edu/> or 855-7578 with any individual concerns. Students with special needs must be registered with Disability Services before classroom accommodations can be provided.

### CLASS SCHEDULE *(updated regularly on our course website)*

WK 1	IN CLASS/TOPIC	DUE TODAY
9-2-08	Introducing the Class Project Teaching Multilingual Writers	
9-4-08	<b>Curriculum Development Day</b> – Understanding the Course via “Goals, Means, Outcomes” statement	<ul style="list-style-type: none"> <li>• Reid (<i>SLW</i> ch. 4)</li> </ul>

WK 2	IN CLASS/TOPIC	DUE TODAY
9-9-08	Understanding L2 Writers: “ESL”, generation 1.5, resident and non-resident, mono- and multilingual	<ul style="list-style-type: none"> <li>• Ortmeier-Hooper (online)</li> <li>• Friedrich (online)</li> </ul>
9-11-08	<b>Workshop</b> – Taking Stock of Student Writing: Examination and discussion of writing samples	

WK 3	IN CLASS/TOPIC	DUE TODAY
9-16-08	Models of L2 Learning (Inference, Correlationist, “Negotiation”): Helping multilingual writers “move” between texts	<ul style="list-style-type: none"> <li>• Canagarajah (online)</li> <li>• Leki (“Models of SLA” CP)</li> </ul>
9-18-08	<b>Curriculum Development Day</b> – Framing the course in three approaches to help students write from sources	<b>Draft of Justification and Rationale for planned approach.</b>

WK 4	IN CLASS/TOPIC	DUE TODAY
9-23-08	Genre and L2 Writers	<ul style="list-style-type: none"> <li>• Hyland (CP)</li> <li>• Johns (CP)</li> </ul>
9-25-08	<b>Workshop</b> – Learning through Sequenced Writing Assignments	<ul style="list-style-type: none"> <li>• Leki (“Building Expertise” CP)</li> </ul>

WK 5	IN CLASS/TOPIC	DUE TODAY
9-30-08	Responding to ESL Writing	<ul style="list-style-type: none"> <li>• Pennycook (CP)</li> <li>• Ferris and Hedgcock (“Teaching Response” CP)</li> </ul>
10-2-08	<b>Workshop</b> – Teacher Feedback	

WK 6	IN CLASS/TOPIC	DUE TODAY
10-7-08	Responding to Error	<ul style="list-style-type: none"> <li>Ferris (“Beyond Error Correction” CP)</li> <li>Williams (online)</li> <li>Ferris and Roberts (<i>SLW</i> ch. 21)</li> </ul>
10-9-08	<b>Curriculum Development Day</b> – Critical Competencies: Mapping assignments to critical, rhetorical, and linguistic aims	<b>Map/Grid of how major assignments meet the different criteria on GMO Statement.</b>

WK 7	IN CLASS/TOPIC	DUE TODAY
10-14-08	Constructing Assignments for Multilingual Writers	<ul style="list-style-type: none"> <li>Canagarajah (<i>SLW</i> ch. 11)</li> <li>Reading TBA</li> <li>Cox and Ortmeier-Hooper (worksheet)</li> </ul>
10-16-08	<b>Group Work Day – No Class:</b> TSG at Watson Conference	

WK 8	IN CLASS/TOPIC	DUE TODAY
10-21-08	Teaching Rhetorical and Linguistic Moves	<ul style="list-style-type: none"> <li>Reading TBA</li> <li>Land and Whitley (<i>SLW</i> ch. 17)</li> </ul>
10-23-08	<b>Workshop</b> – Reading/Writing Interactions	<ul style="list-style-type: none"> <li>Grabe (CP)</li> </ul>

WK 9	IN CLASS/TOPIC	DUE TODAY
10-28-08	<b>Curriculum Development Day</b> – Linguistic and Rhetorical “Moves” in the Literature Review	<b>Variation on “Literature Review” or “Bibliographic Essay” Assignment.</b>
10-30-08	Communicating Across Academic and Cultural Contexts	<ul style="list-style-type: none"> <li>Lu (CP)</li> <li>Gadda (CP)</li> </ul>

WK 10	IN CLASS/TOPIC	DUE TODAY
11-4-08	<b>Reflective Writing Day – No Class</b>	
11-6-08	Academic Writing as Multivocal Writing	<ul style="list-style-type: none"> <li>Ramanathan and Atkinson (<i>SLW</i> ch. 9)</li> </ul>

WK 11	IN CLASS/TOPIC	DUE TODAY
11-11-08	<b>Workshop</b> – Incorporating Sources as “Voices”	
11-13-08	<b>Curriculum Development Day</b> – Topic Chains and Form in the Argumentative Essay	<b>Variation on “Argumentative Essay” Assignment.</b>

WK 12	IN CLASS/TOPIC	DUE TODAY
11-18-08	Self-Placement and Mainstreaming	<ul style="list-style-type: none"> <li>TBA</li> <li>Matsuda and Silva (<i>SLW</i> ch. 13)</li> <li>CCCC Statement on Second-Language Writing and Writers (<i>SLW</i> ch. 1)</li> </ul>
11-20-08	<b>Workshop</b> – Teaching Metaphors and Position Statements; Writing the Course Rationale	

<b>WK 13</b>	<b>IN CLASS/TOPIC</b>	<b>DUE TODAY</b>
<b>11-25-08</b>	Syllabus Development/Revision of Materials	<b>Working Draft of Annotated Syllabus and Course Apparatus</b>
<b>11-27-08</b>	<b>No Class: Thanksgiving Break</b>	

<b>WK 14</b>	<b>IN CLASS/TOPIC</b>	<b>DUE TODAY</b>
<b>12-2-08</b>	Group Presentation of Curricular Materials; Group Feedback	<b>Presentable Draft of Annotated Syllabus and Course Apparatus</b>
<b>12-4-08</b>	Group Presentation of Curricular Materials; Group Feedback	<b>Presentable Draft of Annotated Syllabus and Course Apparatus</b>

<b>WK 15</b>	<b>IN CLASS/TOPIC</b>	<b>DUE TODAY</b>
<b>12-9-08</b>	Written Project Progress Reports/Presentations	<b>Mini-discussion of Reflective Writing (outline of main points or realizations).</b>
<b>12-11-08</b>	Course Feedback/Evaluations	<b>Final Syllabus and Apparatus with Reflective Writing.</b>

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### **Professor Graban, Fall 2008**

#### **Coursepack Contents (alphabetically arranged by author)**

Ferris, Dana. "Beyond Error Correction: Teaching Grammar and Self-Editing Strategies to L2 Student Writers." Chapter 5 in *Treatment of Error in Second Language Student Writing*. Ann Arbor: U of Michigan P, 2002. 77-107, 131-143.

Ferris, Dana, and John S. Hedgcock. "Teacher Response to Student Writing: Issues in Oral and Written Feedback." Chapter 5 in *Teaching ESL Composition: Purpose, Process, and Practice*. Mahwah, NJ: Lawrence Erlbaum, 1998. 123-168.

Gadda, George. "Writing and Language Socialization Across Cultures: Some Implications for the Classroom." Ed. Josephine Koster Tarvers. *Teaching in Progress: Theories, Practices, and Scenarios, Second Edition*. New York: Longman, 1998. 251-268.

Grabe, William. "Reading and Writing Relations: Second Language Perspectives on Research and Practice." Ed. Barbara Kroll. *Exploring the Dynamics of Second Language Writing*. Cambridge, UK: Cambridge U P, 2003. 242-262.

Hyland, Ken. "Genre Knowledge." Chapter 3 in *Genre and Second Language Writing*. Ann Arbor: U of Michigan P, 2004. 54-86.

Johns, Ann M. "Genre and ESL/EFL Composition Instruction." Ed. Barbara Kroll. *Exploring the Dynamics of Second Language Writing*. Cambridge, UK: Cambridge U P, 2003. 315-331

Leki, Ilona. "Building Expertise Through Sequenced Writing Assignments." *TESOL Journal* 1.2 (Winter 1991-1992): 19-23.

Leki, Ilona. "Models of Second Language Acquisition." Chapter 2 in *Understanding ESL Writers: A Guide for Teachers*. Portsmouth, NH: Boynton/Cook, 1992. 10-23.

Pennycook, Alastair. "Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism." Ed. Vivian Zamel and Ruth Spack. *Negotiating Academic Literacies: Teaching and Learning Across Languages and Cultures*. Mahwah, NJ: Lawrence Erlbaum, 1998. 265-292.

## **ENGLISH W501: Teaching Composition to Multilingual Writers**

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#### **Public Domain Readings (available online)**

Canagarajah, A. Suresh. "Toward a Writing Pedagogy of Shuttling between Languages: Learning from Multilingual Writers." *College English* 68.6 (July 2006): 588-604.

**Available via electronic subscription to NCTE—I will provide copies.**

Friedrich, Patricia. "Assessing the Needs of Linguistically Diverse First-Year Students: Bringing Together and Telling Apart International ESL, Resident ESL and Monolingual Basic Writers." *WPA: Writing Program Administration Journal* 30.1/2 (Fall 2006): 15-35.

**Available via electronic subscription to CWPA—I will provide copies.**

Lu, Min-Zhan. "Professing Multiculturalism: The Politics of Style in the Contact Zone." *College Composition and Communication* 45.4 (December 1994): 442-458.

**Available via JSTOR, free downloadable PDF.**

Ortmeier-Hooper, Christina. "'English May Be My Second Language, but I'm Not 'ESL'.'" *College Composition and Communication* 59.3 (February 2008): 389-419.

**Available via JSTOR, free downloadable PDF.**

Williams, Joseph M. "The Phenomenology of Error." *College Composition and Communication* 32.2 (May 1981): 152-168.

**Available via JSTOR, free downloadable PDF.**