

Teaching English Writing

Instructor: Ching Kang Liu
 Time: Tuesday (10:10-12:00)
 Office hours: Tuesday (15:20-17:00)

Textbooks: Liu, Ching Kang. 1996. *Research on Writing*. The Crane Publishing Co. (文鶴)

Readings: To be posted on the website

Website: [http://web.ntpu.edu.tw/~language/course/teach writing/teachwriting.htm](http://web.ntpu.edu.tw/~language/course/teach%20writing/teachwriting.htm)

Objectives: This course is designed to provide three types of training regarding English writing: to explore more about the basic features of English writing; to understand how English writing should be taught and assessed; and to launch simple experiments on any project related to English writing. The ultimate goal of this course is to help students understand the function and the process of EFL writing.

Instructions: Part of this course will be lectures, but most of the time there will be topics for discussion and approaches to problem solving. Students' report on their interested projects will be required and other attendants will be required to give comments. Team work will be a major concern in doing any of the assigned projects.

Assignments: Reading the assigned materials and preparing for the discussion in class is required. Each student must do a project and turn in a term paper on the basis of this project.

Grades:	Participation/reports/assignments	60%
	Final report	40%

A tentative schedule:

- 09/18 Orientation and self-reflection (Try to download the book written by C. K. Liu); dividing attendants into different groups.
- 09/25 **Holiday** (Prepare Chapter 1: Writing processes; Different views on the composing process
 Assignment: Reflecting your own writing processes, interpreting whether they are unique or could be generalized for a EFL model (Due Oct. 2).
- 10/02 Discussions on writing processes reflected by each group
- 10/09 Chapter 2: Between Speech and Writing
 Assignments: Find substantial examples (from any materials) showing overt differences between speech and writing. Or "translate" one colloquial passage into a written style (Due Oct. 16).
- 10/16 Discussions on samples between speech and writing
- 10/23 Chapter 3: Between Reading and Writing; how to improve EFL students contents of writing
 Assignments: extract your own experience in how reading affects your writing or vice versa. If you cannot find your own experiences, find papers that reporting empirical studies (Due Oct. 30).
- 10/30 Reading and writing (continued)
- 11/06 Chapter 4: Error analyses; how to treat errors in EFL writing (John Truscott's papers)
 Assignment: choosing one approach/strategy that you think is the most "ideal" and effective way in treading errors in "EFL" English compositions (Due Nov. 13).
- 11/13 Error analyses (continued)
- 11/20 Chapter 5: Evaluating EFL Writing (in English); how to assess EFL students' writing
 Assignment: What do you think a good English composition should be? Describe a

- model with your own demonstration (Due Nov. 27).
- 11/27 Do you know how to evaluate others or your own writing on the basis of your own “model”? What are the validity and reliabilities of the assessment?
- 12/04 Do the assessment in class and compare the holistic scoring and analytic scoring
- 12/11 Discussions on the projects to be done (teaching plans and expected results 1)
- 12/18 Discussions on the projects to be done (teaching plans and expected results 2)
- 12/25 Discussing the proposals/conferences with students
- 01/01 **Holiday** (Having the final paper ready)
- 01/08 Turn in the final paper