

## Teaching English Writing

Instructor: Ching Kang Liu  
 Time: Tuesday (13:10-15:00)  
 Office hours: Tuesday (15:20-17:00)

**Textbooks:** Liu, C. K. (1996). *Research on Writing*. The Crane Publishing Co. (文鶴)  
 Campbell, C. (1998). *Teaching Second-Language Writing: Interacting with Text*.  
 NY: Heinle & Heinle Publishers.

**Reading materials:** To be posted on the following website:

[http://web.ntpu.edu.tw/~language/course/teach\\_writing/teachwriting.htm](http://web.ntpu.edu.tw/~language/course/teach_writing/teachwriting.htm)

**Prerequisite:** English composition (1) (provided by Department of Foreign Languages and Applied Linguistics) will be a prerequisite course because the attendants are supposed to know the process and the basic features of English writing. The course will start with how to teach and evaluate English writing.

**Objectives:** This course is designed to provide three types of training regarding English writing: to explore more about the true 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.

**Instruction:** Part of this course will be in lectures, but most of the time there will be discussion on related issues and approaches to problem solving. Students' reports, oral and written, on their projects will be required and other attendants will be required to give comments. Team work will be a major concern in conducting any of the assigned projects.

**Assignment:** Reading the assigned materials and preparing for the discussion in class are required. Each student (of a team) must finish a project, report a paper orally in class, and turn in a revised term paper (based on other teams' comments) on the schedule date.

**Don't forget to mail your homework to the following address:**

[language@mail.ntpu.edu.tw](mailto:language@mail.ntpu.edu.tw) (subject: school no-name, e.g., 98032211-Joe Wang).

Grades:	Participation/reports/assignments	60%	} 100%
	Final report	40%	

### A tentative schedule

- 09/15 Orientation and self-reflection (Try to download the book written by C. K. Liu from the website); dividing attendants into different groups. Each team members are required to start thinking about how to teach people English writing (in any situations with any types of students).
- 09/22 Chapter 1 (CK): Writing processes; Chapters 1 & 2 (CC): Reflecting Your Own Experience Studying Writing; Addressing Various Student Writing Processes.  
**Assignment:** Reflecting your own model of writing process (in teamwork), interpreting whether it is a unique one or one that could be generalized as an EFL model (*Due Sept. 27*).
- 9/29 Discussions on writing processes reflected by each group: Can they be applied to the teaching of English writing in class? (Attendants need to have your own answers to share in class.)

- 10/06 Chapter 2 (CK): Between Speech and Writing  
**Assignment:** Find substantial examples (from any materials) showing overt differences between speech and writing. Or “translate” one colloquial passage into a written style (*Due Oct. 11*).
- 10/13 Discussions on samples between speech and writing: What should we teach our students: colloquial English or written English or ??
- 10/20 Chapter 3 (CK): Between Reading and Writing; Chapters 3 & 4 (CC): Integrating Writing and reading  
**Assignment:** Extract your own experience in how reading affects your writing or vice versa. (*Due Oct. 25*).
- 10/27 *Leave of absence* (Conference at Wuhan U.)
- 11/03 Chapter 4 (CK): Error analyses; how to treat errors in EFL writing (John Truscott’s papers)  
**Assignment:** Choose one approach/strategy that you think is the most “ideal” and effective one in treating errors in “EFL” English compositions (*Due Nov. 7*).
- 11/10 **Discussion of your teaching principles accompanied by a teaching plan.**
- 11/17 **Discussion of your teaching principles accompanied by a teaching plan.**
- 11/24 Chapter 5 (CK): 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. 29*).
- 12/01 What are the validity and reliabilities of the assessment? Developing rubrics and benchmarks for evaluation of writing.
- 12/08 Do the assessment in class and compare the holistic scoring and analytic scoring
- 12/15 Discussions on the projects (teaching plans and expected results 1)
- 12/22 Discussions on the projects (teaching plans and expected results 2)
- 12/29 Discussions on the projects (teaching plans and expected results 3)
- 01/05 Discussions on the projects (teaching plans and expected results 4)
- 01/12 **Turn in the final paper (before noon)**