

## Specialized TESOL Methodology: Writing (ELECT / 1cr.)

**Instructor:** Dr. Gordon Myskow

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### Course Dates

6/7 Sat. (16:00-19:00)	6/21 Sat. (16:00-19:00)	7/19 Sat. (16:00-19:00)
7/26 (Sat. 16:00-19:00)		

### Course Description

This course overviews and illustrates strategies and techniques for purposeful EFL writing instruction. Drawing on current L2 writing research and theory, course sessions and assignments will help teachers develop, implement, and assess context-appropriate writing tasks for their learners.

#### Key Course Outcomes

Upon successful completion of this course, participants will:

1. Critically assess a range of approaches to teaching second language writing (**DP 2**)
2. Design principled writing tasks and lessons informed by the research literature (**DP 4**)
3. Utilize appropriate techniques for scaffolding the writing process. (**DP 4,5**)
4. Devise strategies for providing feedback and assessing learners. (**DP 6**)

*Note.* DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

### Course Schedule

Session	Issues/Problems	Assigned Readings
1. (5/14)	<ul style="list-style-type: none"> <li>• <i>How is writing taught?</i></li> <li>• <i>What challenges do L2 writers face?</i></li> <li>• <i>What is the role of context in L2 writing?</i></li> </ul>	Chap. 1: <i>Writing and Teaching Writing</i> (Hyland, 2019) Chap. 2: <i>Second Language Writers and Teaching Contexts</i> (Hyland, 2019)
2. (6/4)	<ul style="list-style-type: none"> <li>• <i>How do I design a writing course?</i></li> <li>• <i>How do I plan writing lessons?</i></li> <li>• <i>How do I develop writing materials?</i></li> </ul>	Chap. 3: <i>Course Design and Lesson Planning</i> (Hyland, 2019) Chap. 4: <i>Texts and Materials in the Writing Class</i> (Hyland, 2019)
3. (7/9)	<ul style="list-style-type: none"> <li>• <i>How do I design writing tasks?</i></li> <li>• <i>How do I scaffold writing tasks?</i></li> <li>• <i>How do I use new writing technologies?</i></li> </ul>	Chap. 5: <i>Tasks in the Writing Class</i> (Hyland, 2019) Chap. 6: <i>New Technologies in Writing Instruction</i> (Hyland, 2019)
4. (8/20)	<ul style="list-style-type: none"> <li>• <i>How do I give effective writing feedback?</i></li> <li>• <i>How do I facilitate peer feedback?</i></li> <li>• <i>How do I assess student writing?</i></li> </ul>	Chap. 7: <i>Responding to Student Writing</i> (Hyland, 2019) Chap. 8: <i>Assessing Student Writing</i> (Hyland, 2019)

### Pre-course Reading

Chapters 1 & 2 from the course textbook (Hyland, 2019).

**Required textbook**

Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge. ISBN: 9781108456418

**Assignments and Assessment**

- Participation & Collaboration 30%
- Writing Lesson Plan 70%

*Note: Points will be deducted for each day an assignment is late.*

**Evaluation**

Pass/Fail

**Instructor Bio**

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. For over twenty years, he has taught in a variety of contexts in Japan including secondary school and has been active in teacher education courses for over a decade. His current research interests are in functional linguistics and subject-matter instruction (e.g., CLIL). His work has appeared in a number of prominent international journals including *Journal of English for Academic Purposes*, *English for Specific Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language*, *Visual Communication*, *Linguistics and the Human Sciences*, and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).