

写作课程设计与教学的改革与创新

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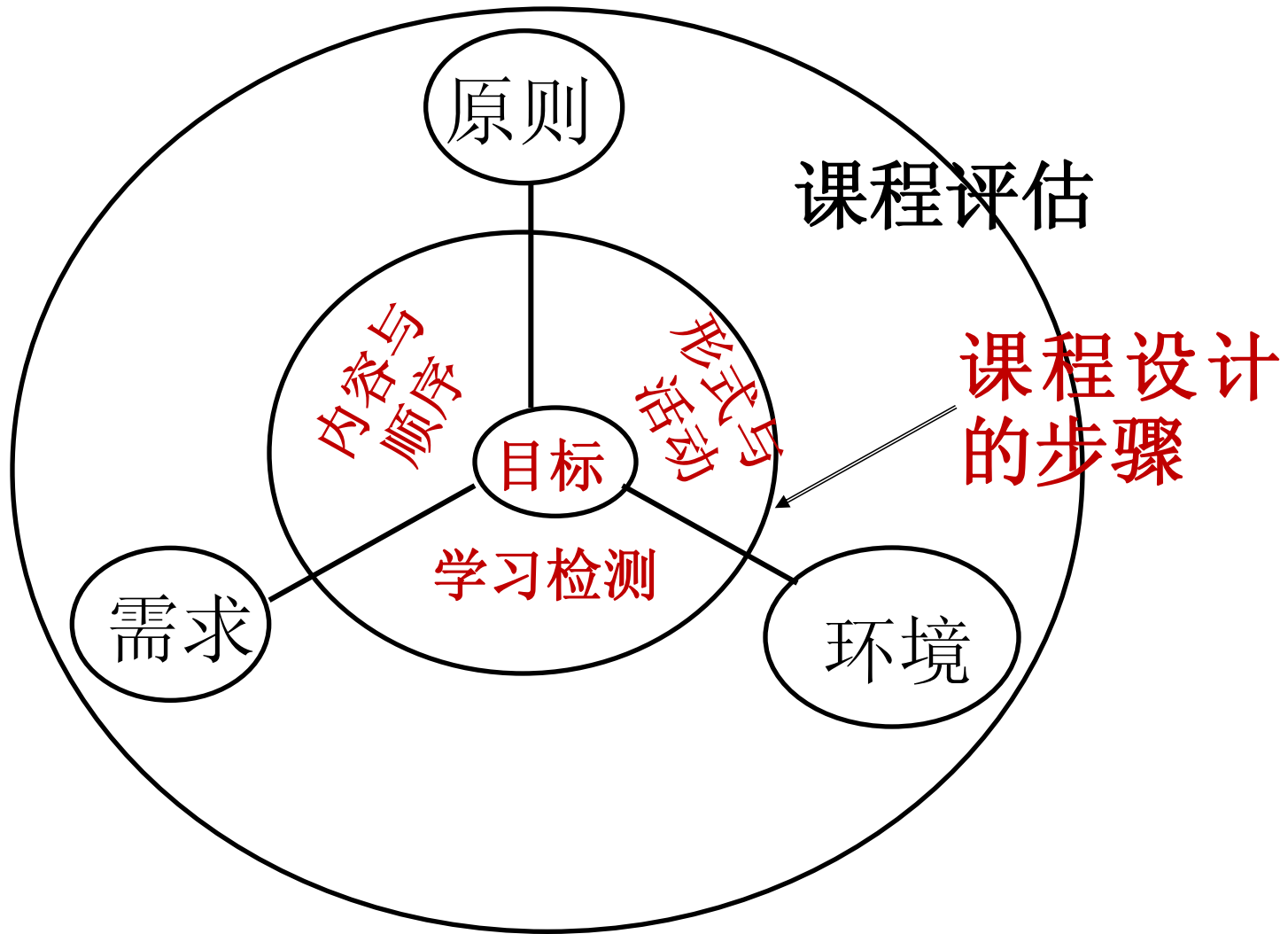
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提纲

- 写作课程设计
- 写作教学
 - 改革与创新

写作课程设计

- 课程设计的原则
- 什么是写作？
- 如何设计写作课程？



课程设计过程要素

2014.7.24 西安

环境分析

- 教学环境中的局限因素或有利因素分析
- 环境分析中的主要因素
 - 学生：年龄、认知水平、学习风格、学习动机、英语水平、专业背景等
 - 教师：语言学习观、教学方法等
 - 教学环境：课时、大班教学、小班教学、受重视程度等

需求分析

- 缺乏（Lacks）：学生的现有知识
- 必学内容（Necessities）：学生需要掌握的知识
- 想学内容（Wants）：学生主观上的需求

选取内容时应思考的问题

1. 考虑到学生的特点和课程的目的，我希望我的学生在这门课上能学到什么？
2. 我有哪些备选方案？
3. 我准备该课程的资源是什么？困难是什么？
4. 我可以准备多少单元的教学内容？这些单元之间的关系是什么？
5. 我的课程设计原则是什么？

课程设计的步骤

目标

1. 列出课程的整体教学目标以及每个单元的教学目标

内容与顺序

1. 确定单元或课的数量
2. 选择恰当的学习内容
3. 合理分配学习内容

课程设计的步骤（续）

形式与活动

1. 确定内容呈现的形式
2. 选择恰当的教学活动
3. 确定上课形式

学习检测

1. 确定检测教学目标的方法
2. 确定评估课程教学效果的方法

现有教材与课程设计

- 内容与顺序
 - 语言学习内容是什么？
 - 知识内容是什么？
 - 比率和频率如何？
 - 单元编排顺序的原则是什么？
- 形式与活动
 - 课程内容是如何呈现的？
 - 检测什么？
- 学习检测
 - 什么时候检测？
 - 怎么检测？
 - 谁来检测？

让教材为自己所用

- 增加或删减内容
- 调整教学内容的顺序
- 改变形式与活动
- 调整教学方法
- 增加或删减对学生学习过程的调控
- 增加或删减教学评测活动

不单一依赖一本教材

- 采用（列举）多部相关书籍
- 使用网上资源

课程主题

内容主题1

内容主题2

内容主题3

内容主题4

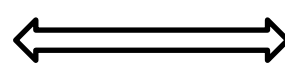
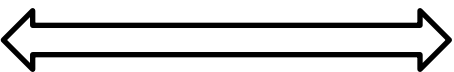
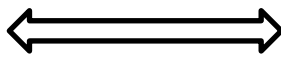
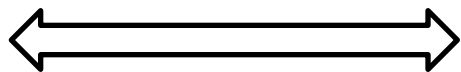
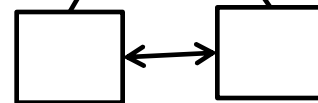
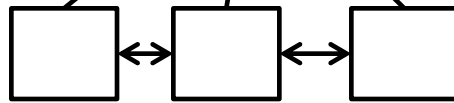
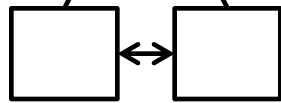
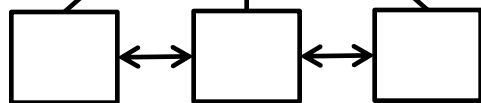
内容主题...

分主题1

分主题2

分主题3

分主题4



课时

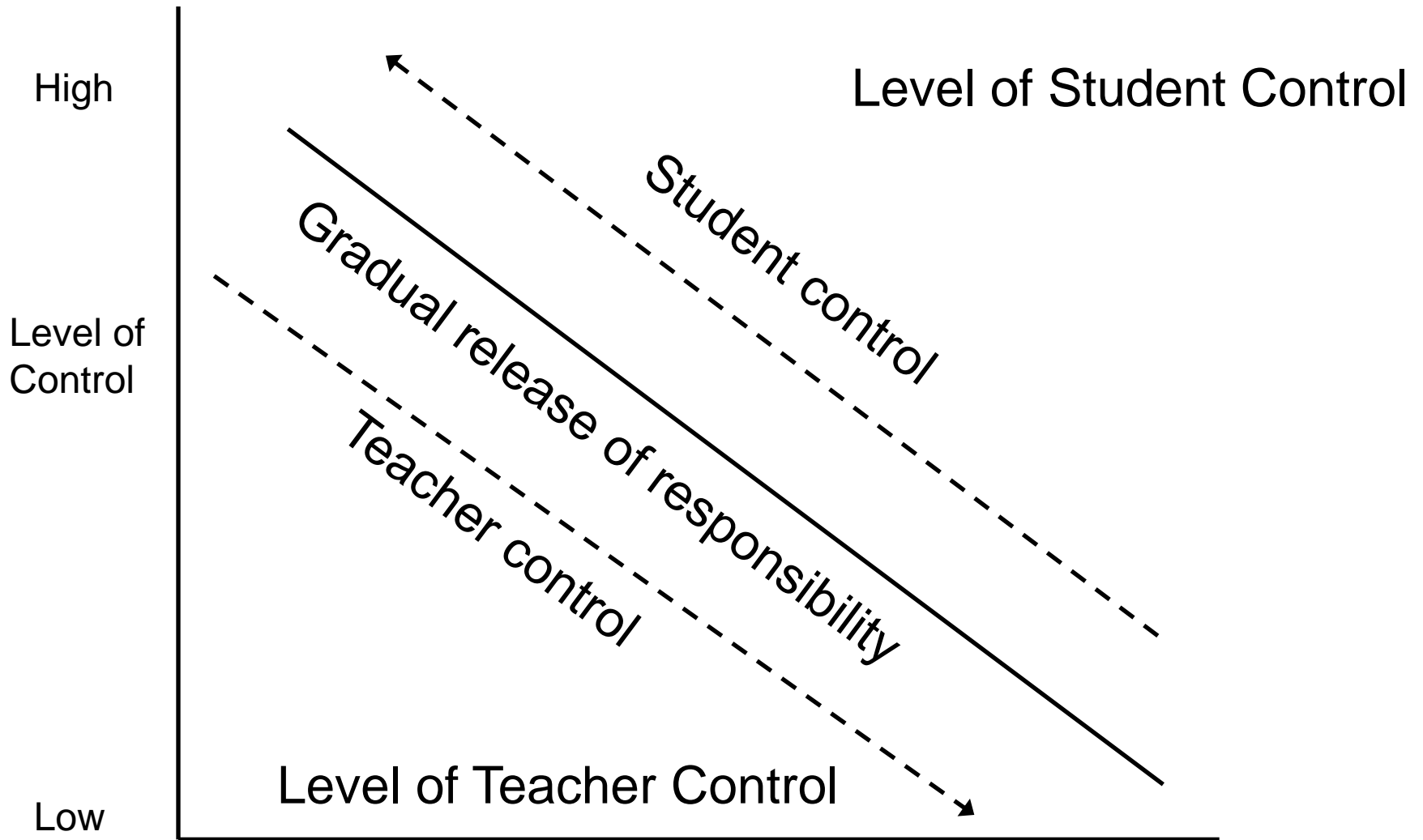
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课时

课时

内容和课时安排

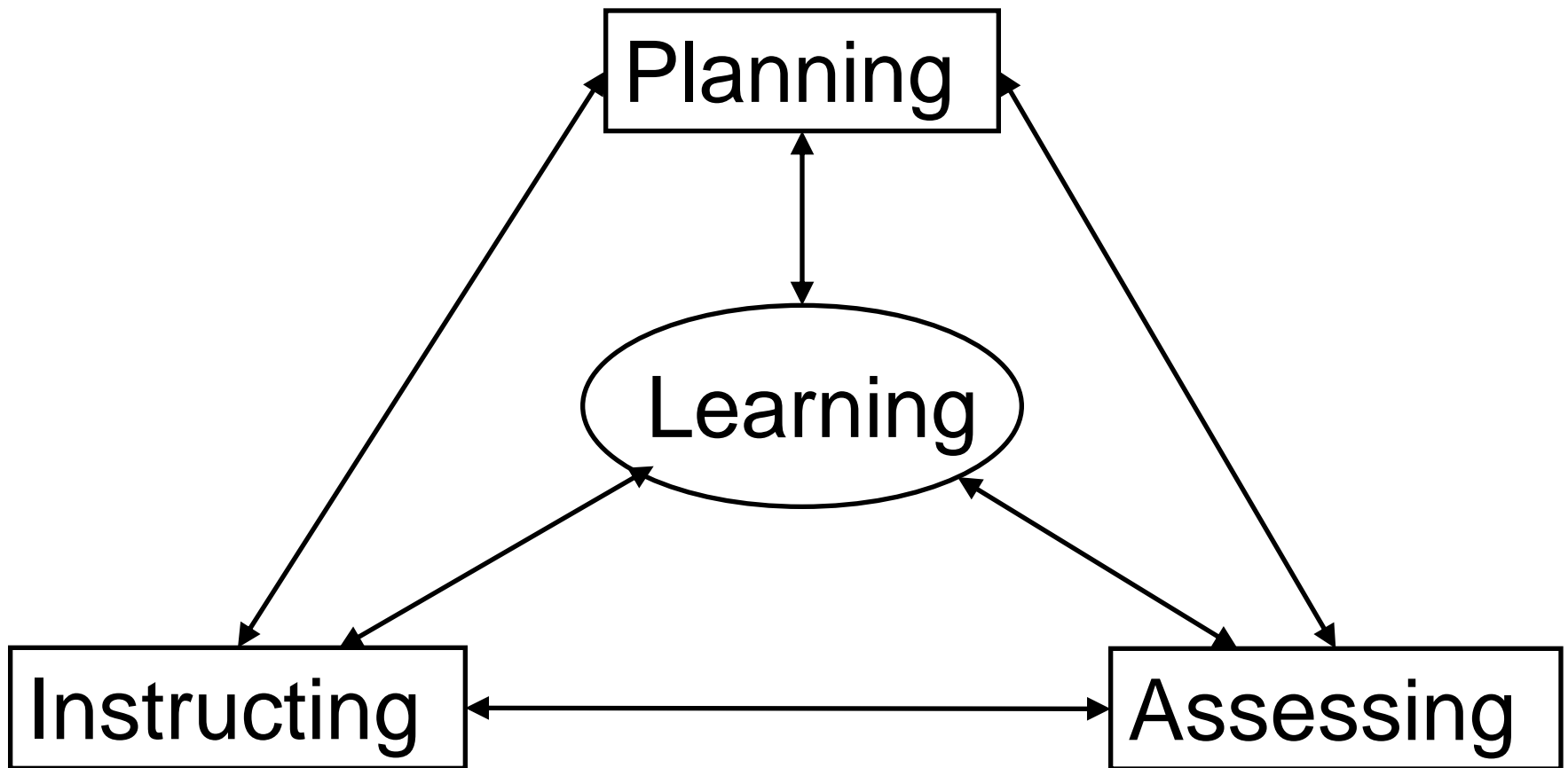
Sequencing activities 活动安排顺序



Gradual Release Model of Learning

(Murray & Christison, 2011, p. 44)

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Model of the instructional process

什么是写作？

写作不是学习的终结，而是学习内容和文化的手段。（Writing is not an end in and of itself but rather a means of learning about content and/or culture.）

什么是写作？

提高写作的最好方法之一就是提高阅读，反之亦然；写作课就是阅读课，阅读课就是写作课。 ... one of the best ways to improve writing is to improve reading, and vice versa; and in the writing classroom, a lesson about writing is a lesson about reading, and vice versa. (Hirvela, 2004, p. 11-12).

Academic Reading and Writing for Applied Linguistics 课程设计

- Course objectives
- Classroom teaching format
- Requirements to students
- Evaluation
- Teaching materials/textbooks & reference materials
- Course Schedule and Assigned Readings

The course aims to give students an overview of important elements of academic English writing, with an emphasis on research and reporting in the field of applied linguistics. This course has a three-fold objective with respect to the intellectual growth and development of students:

(1) to improve their skills in expressing themselves with clarity in writing, (2) to develop their abilities to read academic papers carefully and critically, and to analyze and synthesize the ideas and concepts in them, and (3) to improve their research and library skills through individual research projects.

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments in class, and students' presentation of assignments and their individual research project.

The students are expected to form a study group of 4 or 5 students, discussing the required readings and assignments for later reporting to the whole class. Course work includes 6 weekly mini-assignments and 1 literature review on the topic in which one is interested. The term paper is written based on at least 10 journal papers from prestigious journals in applied linguistics such as *Applied Linguistics*, *Canadian Modern Language Review*, *International Journal of Applied Linguistics*, *Journal of Second Language Writing*, *English for Specific Purposes*, *Journal of English for Academic Purposes*, *Language Awareness*, *Language Learning*, *Language Teaching*, *Language Teaching Research*, *Language Testing*, *The Modern Language Journal*, *System*, *Teaching and Teacher Research*, *TESOL Quarterly*, and *Written Communication*.

The paper is expected to be written between 1500-2000 words, typed and double-spaced, demonstrating ability to analyze critically and synthesize the selected literature. The weekly assignments are due on Sundays. And the literature review paper is due on January 6, 2014. Students are expected to submit the hard copies of their assignments to the instructor's mail box as well as send the e-versions to luxin_yang@163.com.

EVALUATION	100%
A. 6 weekly assignments	60 %
B. Term paper	30%
C. Attendance and Participation	10%

Course Schedule and Assigned Readings

Unit 1: Overview and Learning to do Graduate School (Sept. 10)

Unit 2: Learning to do Graduate School (Sept. 17)

Unit 3: Overall Structure of Academic Papers (Sept. 24)

Unit 4: Introduction and Literature Review (Oct. 8)

Unit 5: Introduction and Literature Review (Oct. 15)

Unit 6: Methods & Findings (Oct. 22)

Unit 7: Methods & Findings (Oct. 29)

Unit 8: Discussion and Conclusion (Nov. 5)

Unit 9: Discussion and Conclusion (Nov. 12)

Unit 10: Abstract (Nov. 19)

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- Unit 11: Literature Review Writing (Nov. 26)
 - Unit 12: Literature Review Writing (Dec. 3)
 - Unit 13: Literature Review Writing (Dec. 10)
 - Unit 14: Proposal Writing (Dec. 17)
 - Unit 15: (Dec. 24) Research Paper & Thesis Writing

Unit 1: Overview and Learning to do Graduate School (Sept. 10)

- Casanave, C. P. (2008). Learning participatory practices in graduate school: Some perspective-taking by a mainstream educator. In C. P. Casanave & X. Li (Eds.), *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation* (pp. 14-31). Ann Arbor, MI: The University of Michigan Press.
- Li, X. (2008). Learning to write a thesis with an argumentative edge. In C. P. Casanave & X. Li (Eds.), *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation* (pp. 46-57). Ann Arbor, MI: The University of Michigan Press.

Unit 2: Learning to do Graduate School (Sept. 17)

Riazi, A. (1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing*, 6 (2), 105-137.

Yang, L. (2012). Doctoring myself: Observation, interaction, and action. Paper presented at the Symposium on Second Language Writing, Purdue University, September 8, 2012.

Assignment 1: Write an essay on how to be a good graduate student at National Research Center for Foreign Language Education, drawing on examples from your interviews with 6 graduate students (2nd year MA or PhD students). No less than 800 words.

写作课程设计

- Genre (Swales, 1990)
- Task (Long, 2005)
- Theme (Hyland, 2004)

- 北外思辨写作教材将三者有机结合
 - 记叙文
 - 说明文
 - 议论文
 - 研究论文

第一册：记叙文

Unit 1 Life and Value (Overview of Narrative Writing)

time order signals

Unit 2 Empathy and Justice (Characterization)

concrete language

Unit 3 Growth and Maturity (Setting)

sensory words

Unit 4 Truth and Interpretation (Point of View)

tense, word choice

Unit 5 Dream and Faith (Theme)

figurative language

Unit 6 Conflict and Human Nature (Plot)

textual cohesion

Unit 7 Passion and Stance (Style & Tone)

diction

Unit 8 Love and Eternity (Image & Symbol)

Creative use of language

第一册 单元设计：内容

- 一句切合主题的名言
- Objectives
- Warming-up （配有图片，启发学生思考）
- Part I: Learning the skills
 - Explanations with examples (学生自学，教师引导)
- Part II: Case Analysis
 - Classic readings (名家名篇赏析，进一步领悟写作技巧)
- Part III: Language Skills
 - Explanations with examples (学生自学，教师引导)
- Self-evaluation checklist

编写原则

1. 读写思结合

2. 遵循学习的认知规律，由学生熟悉的话题引入每个单元的学习主题，然后提供每个单元写作技巧的介绍和范例评析。

编写原则

3. 关注写作过程：从范文赏析，学生自己练习分析课本提供的阅读片段，到思考自己的写作话题或改写已有的阅读片段，最后过渡到完善自己的习作。

编写原则

4. 鼓励学生开放思路、同伴合作、不断探索。

5. 选篇注重趣味性、人文性、易读性、经典性。语言方面既保持真实性（**authenticity**）又关注美文性（**well-written**）。每个单元的大阅读尽量不节选，给读者呈现完整的故事。

编写原则

6. 本册书特别注意输入与输出的有机搭配。引导学生规范写作，通过写作促进深层阅读，提高学生的人文修养、思辨能力和语言能力（如词汇扩充、修辞技巧的掌握等）。

编写原则

7. 育人原则：学生不仅有所得，学会叙述文写作，开始创作；而且教师在教的过程中也有所得，从不会教叙述文写作到会教叙述文写作，而且开始喜欢教叙述文写作。

写作教学

- 写作教师
- 写作效益（**benefit from writing**）
- 写作过程/写作与知识
- 写作与思考
- 课堂教学：关注写作过程
- 写作反馈

写作教师最应该关注的是：

- 学生带到写作课堂上
 - 学生的生活
 - 学生的经历
- 写作学习的过程
 - Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance (Anokye, 2008, p. 62)
- 写作理论与实践的有机结合

写作教师应该反思自己

- Who do I think I am?
- What makes me suitable for teaching compositions?
- What gives me my authority?
- What can I offer my students?
- How do I think my students see/think about me when they first see me? How right are they?

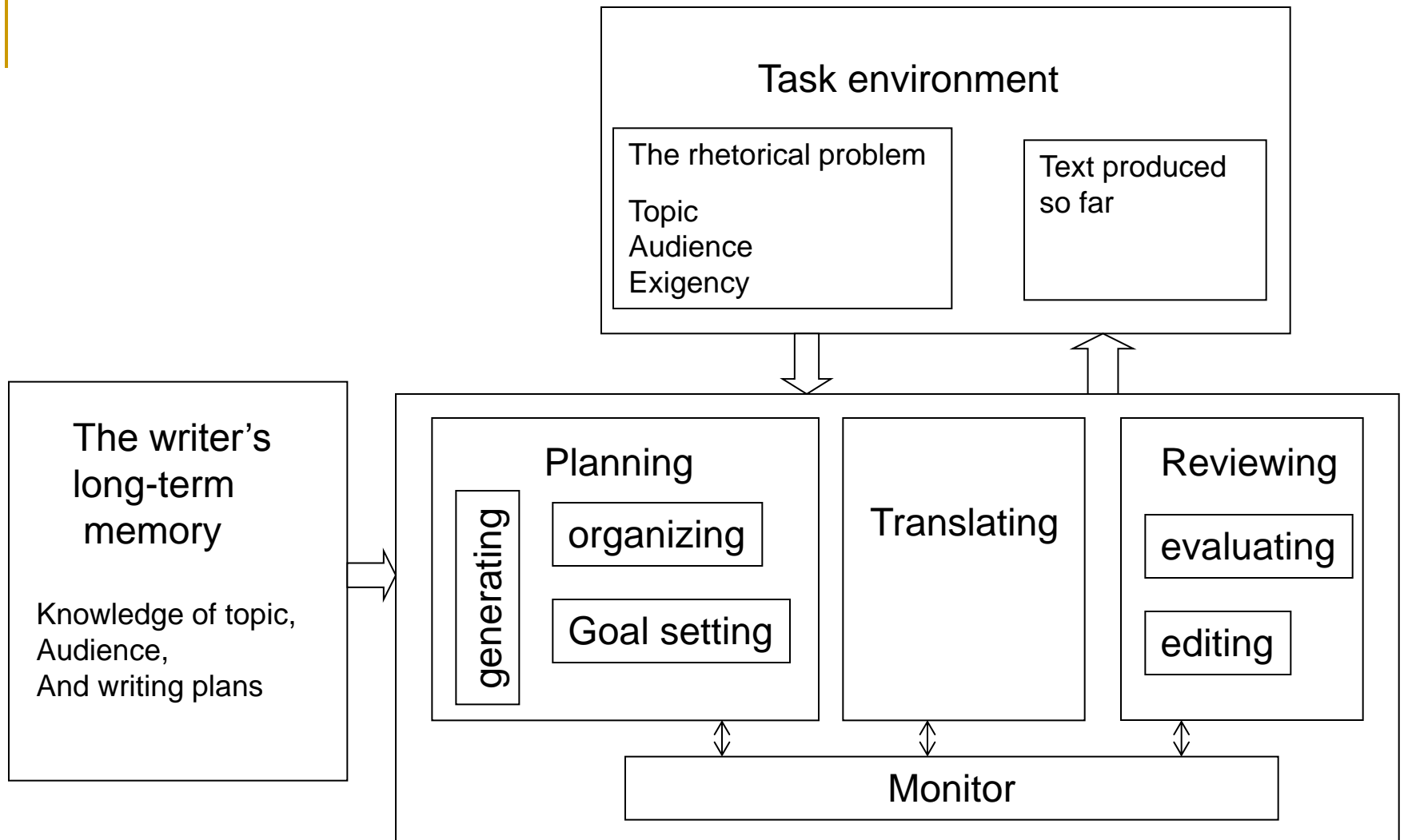
To examine ourselves, our identities, our methods, our theories

The outcomes through writing

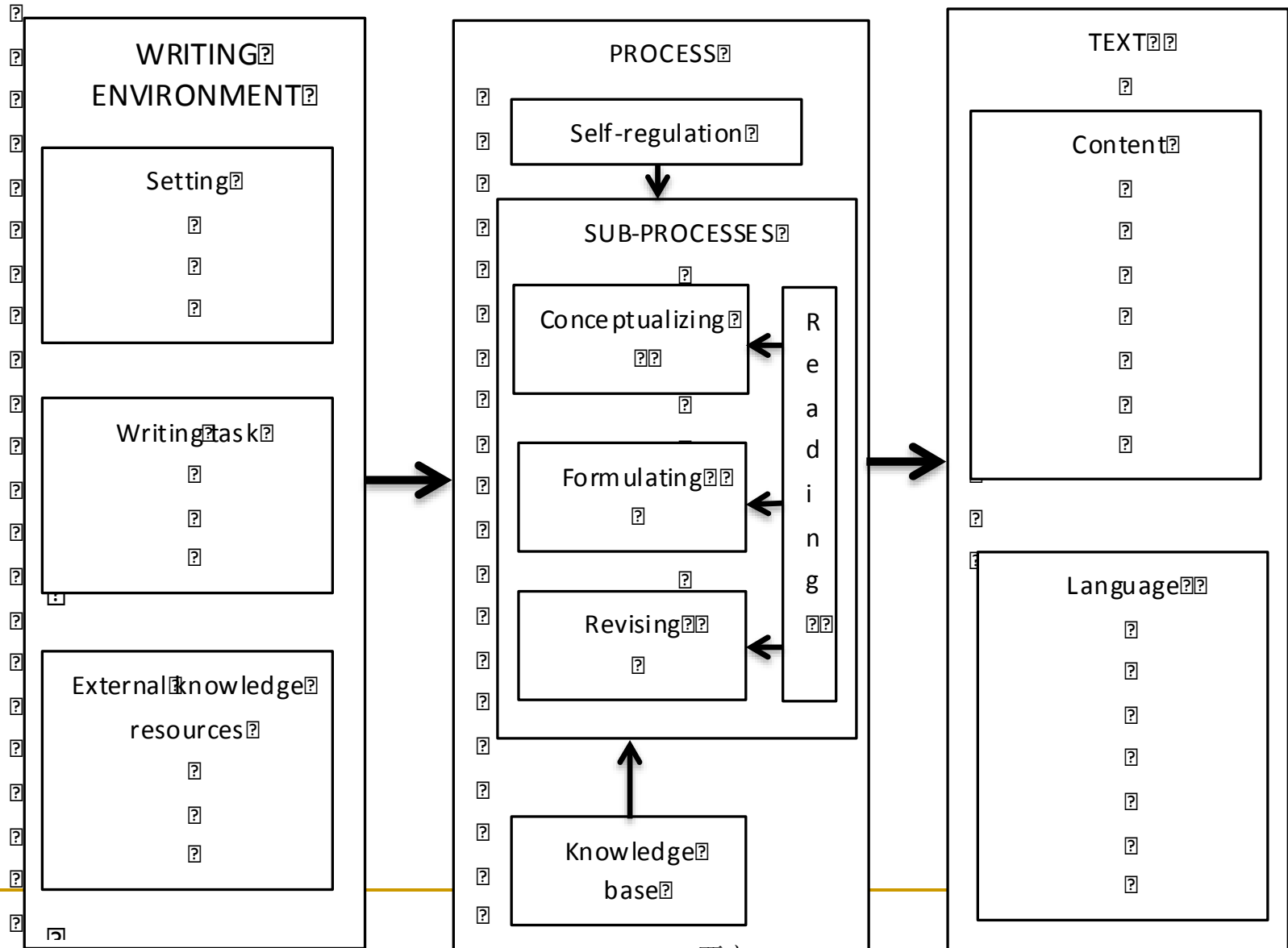
- Intellectual
- Rhetorical knowledge
- Critical thinking
- Reading
- Writing
- Processes
- Knowledge of conventions

The Flower and Hayes writing process model

- Composing processes are interactive, intermingling, and potentially simultaneous
- Composing is a goal-directed activity
- Expert writers compose differently compared with novice writers



A Simple Representation of Writing Process (built on Hayes & Flower, 1980; Paltridge et al., 2009, p.18)



The Flower and Hayes writing process model- Criticisms

- The translation from the model to actual writing is barely explained, e.g., no specification of how the text material might be constructed and what linguistic constraints might be imposed on this construction.
- A protocol analysis may not be valid

The Flower and Hayes writing process model- contribution

- Raise a new range of issues for public debate
- Raise understanding of recursion in writing to a new level
- Attempt to model writing process and thereby open writing research up to more explicit claims, more explicit and testable hypotheses and more carefully defined research methods

Bereiter and Scardamalia (1987)

- They propose that the writing process cannot assume a single processing model, but should consider different processing models at different developmental stages of writing. They argue that the writing process of a young student and that of a mature skilled writer cannot be the same.
- Focus more on describing why and how skilled and less-skilled writers compose differently

A knowledge-telling model

It addresses the fact that novice writers plan less often than experts, revise less often and less extensively, and are primarily concerned with generating content from their internal resources. Their main goal is simply to tell what they can remember based on the assignments, the topic, or the genre.

A knowledge-transforming model

It suggests how skilled writers use the writing task to analyse problems and set goals. These writers are able to reflect on the complexities of the task and resolve problems of content, form, audience, style, organization, and so on within a content space and a rhetorical space, so that there is continuous interaction between developing knowledge and the text. Knowledge transforming thus involves actively reworking thoughts so that in the process not only text, but also ideas, may be changed.

Thinking and Writing

Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Cognitive thinking in writing

- Name/state
- List/identify
- Paraphrase/restate
- Agree/disagree
- Define
- Analyze
- Describe
- Explain
- Illustrate

Approaches to knowledge and writing in academic settings

Attitudes to knowledge

- Conserving knowledge
- Critiquing knowledge
- Extending knowledge

Learning approaches

- Reproductive
- Analytical
- Speculative

It means a shift from a focus on correctness (form), to simple originality, to creative originality and the Creation of new knowledge. (Paltridge, 2009, p.3)

Approaches to knowledge and writing in academic settings

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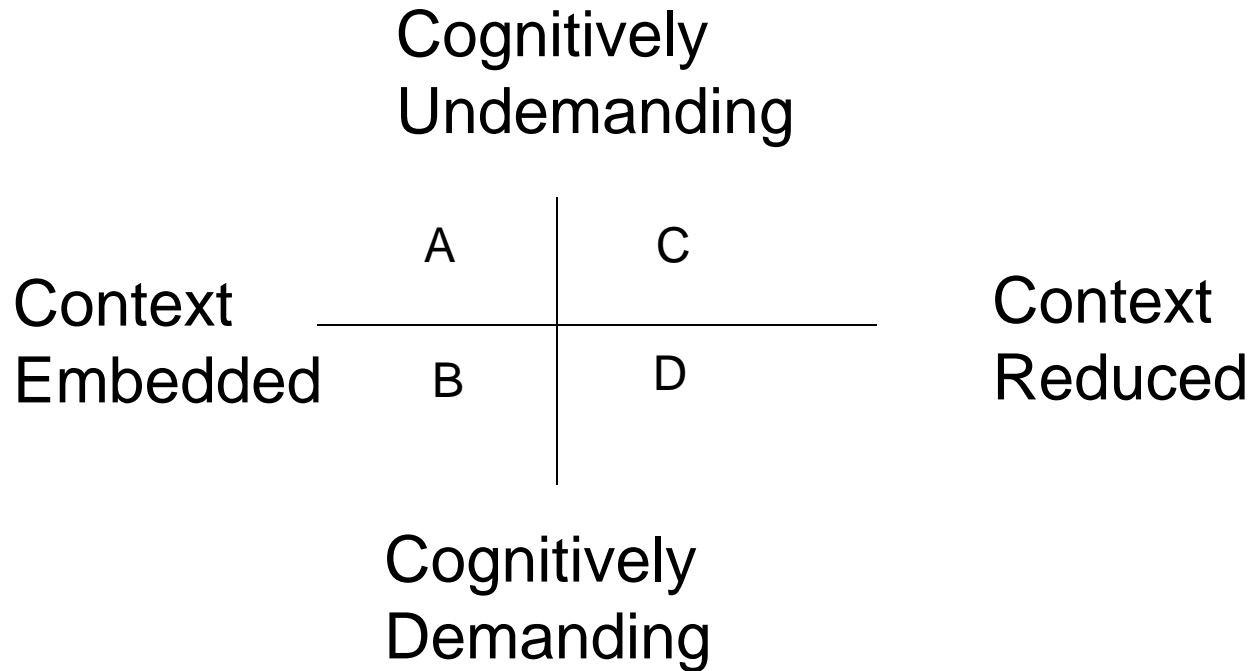
Students thus move from summarizing and describing Information to questioning, judging, and recombining Information, to a deliberate search for new ideas, data and explanations in writing.

学术语言能力

Academic language proficiency

- Cummins (1981) reported that 5-7 years were required for ESL students to come close to grade norms in English academic proficiency.
- BICS (Basic Interpersonal Communicative Skills)
- CALP (Cognitive Academic Language Proficiency)
- What are the implications for education?

Range of contextual support and degree of cognitive involvement in language tasks and activities (Cummins, 2001, p. 67)



Creating effective assignments plays a large role in how students respond to their writing experience. (Anokye, 2008, p. 65)

Writing assignments

We need to make sure the assignment has a purpose related to the course objectives and outcomes.

- Will it help students learn?
- Is a model available?
- Is it concrete and challenging?
- Is there any relationship among the tasks for the assignment?
- Do students know the purpose of the assignment?

Writing tasks

Write a short story with an O. Henry ending of at least 400 words. Try to use the expressions and techniques that we have learnt from this text (O. Henry's *After Twenty Years*).

Writing tasks

Retell the story from the boy's point of view in about 300 words (after reading Hemingway's *A Day's Wait*). Try to detect the boy's mental activities. Here is the beginning.

I got a headache in an early morning. I heard the doctor tell my father that I had a temperature of 102 degrees. I began to worry because....

What is Good Writing?

- Good writing is a successful combination of content, organization, and expression used in a rhetorical context.
- Good writing should have an audience in mind and should effectively address that audience.
- Good writing is often not achieved in one draft, and students use peer review, teacher comments, feedback, and self-evaluation to achieve good writing. (Anokye, 2008, p. 68)

The tasks of the teacher in writing

- Demonstrating (modelling) (讲义第6页)
- Motivating and provoking
- Supporting (关注写作过程)
- Responding
- Evaluating

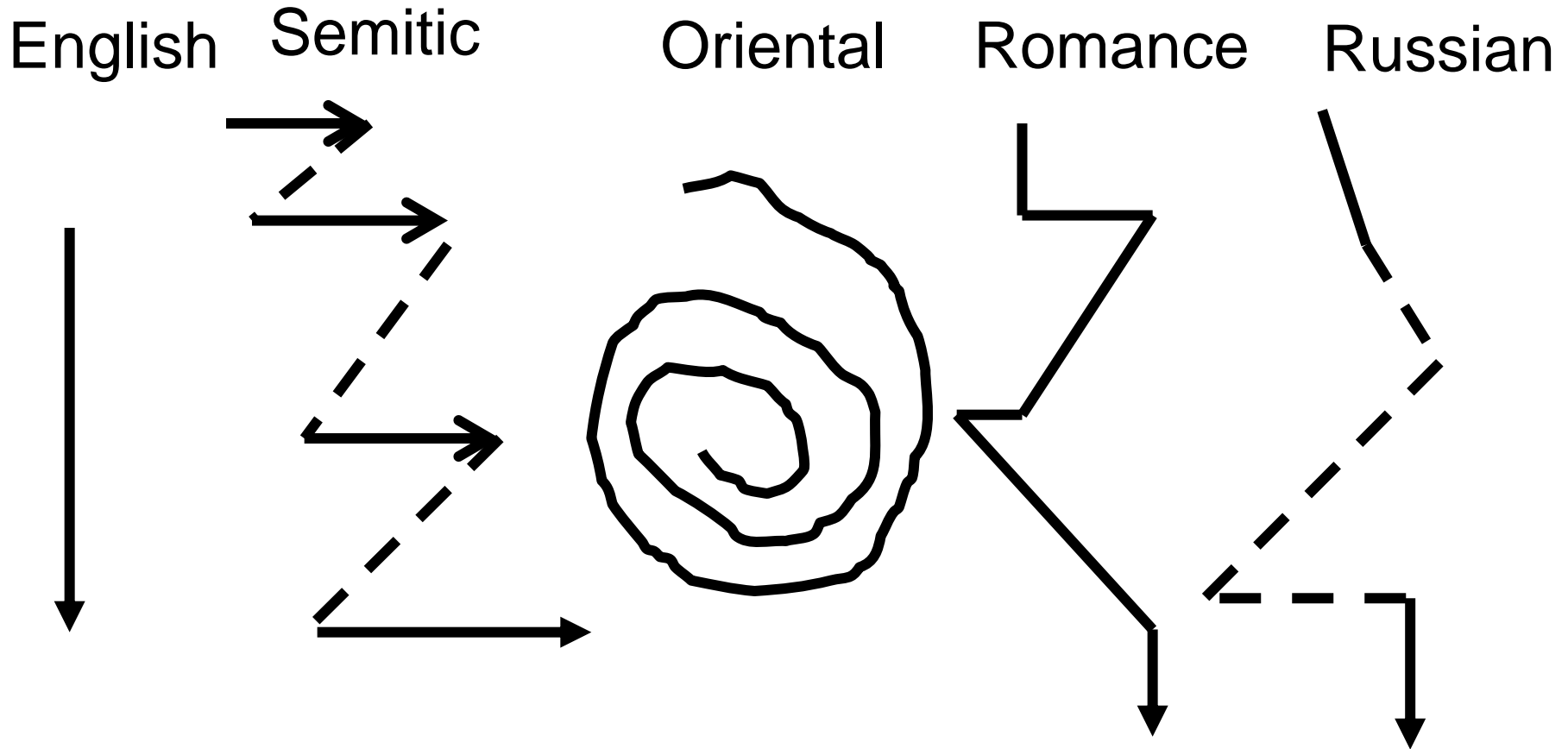
Modelling: read to write, write to read

- Providing model texts (讲义第6页)
- Guiding/facilitating students' understanding and analysis of model texts
- Create opportunities for students to transfer from model texts to their own writings (task design)

Writing strategies/rhetoric

- Description (e.g., spatial order)
- Narration (e.g., chronological order)
- Process
- Comparison and contrast
- Classification
- Definition

Contrastive rhetoric

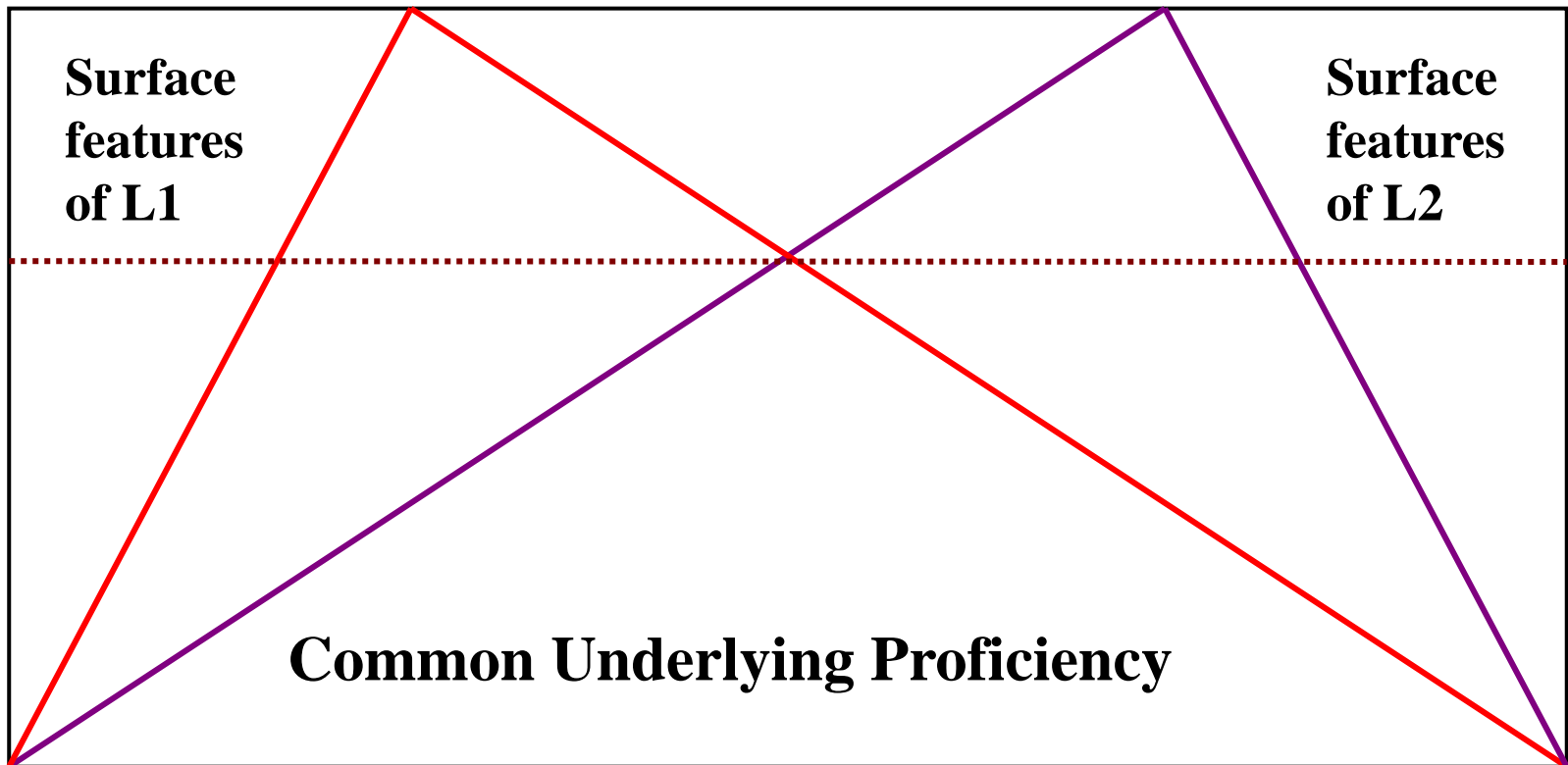


(from Kaplan, 1966)

关注写作过程

- The role of L1 writing competence and strategies
- Stages in the process of writing

The “Dual Iceberg” Representation of Bilingual proficiency (Cummins, 1996, p. 111)



(讲义第2页)

L1/L2 writing and writing strategies

- L1 writing ability provides the foundation for L2 writing.
- Writing strategies could be transferred from L1 to L2.
 - Planning
 - Reviewing
 - Revising

Discuss the L1 writing process with students

- Make learners aware of the processes they use to write in L1 by having them identify their own L1 writing strategies.
- Are you aware of your own writing process?

讲义第5页

Writing process

- Invention
- Collection
- Organization
- Drafting
- Revising
- Proofreading

Organizing: putting information in an outline

OUTLINE

I. Introduction

- A. Grab attention
- B. State thesis

III. Conclusion

- A. Reemphasize main idea

II. Body

- A. Build points
- B. Develop ideas
- C. Support main claim

The Tortoise and the Hare

1. Introduction of characters

a. Tortoise

b. Hare

2. The bet

a. A race of speed

b. Setting the distance

3. The beginning of the race

a. The hare takes the lead

b. The tortoise keeps on moving

4. The middle of the race

- a. The hare takes a nap
- b. The tortoise keeps on moving

5. The end of the race

- a. The hare wakes up too late
- b. The tortoise keeps on moving
- c. The tortoise wins the race

6. The moral of the story

- a. Slow and steady wins the race

Responding to L2 writing

Feedback on writing

Teachers of L2 writers can and should learn to treat student errors effectively. (Ferris, 2011, p. 71)

Responding to student errors

- *Which errors* should be corrected?
- *When* should error feedback be provided?
- *How* should teachers give error feedback?
- How can teachers help students to *process and utilize* error feedback effectively?
- How can EFL writing teachers *use their time wisely* and avoid burnout in giving error feedback?

Criteria for selective error feedback

- Consider errors common to L2 writers
- Recognize that different students may make distinct types of errors
- Students' English language learning backgrounds
- The influence of L1
- Decide how to prioritize error feedback for individual students

Options for corrective feedback

- Direct vs indirect feedback
- Error location vs error labeling
- Marking broader vs narrower categories of errors
- Codes vs symbols vs verbal comments
- Textual corrections vs endnotes
- Alternatives to written error correction: conferences

Avoiding burnout

- Do not feel that you must give written error feedback on every single paper students write
- Assess what your students know, find out what they want, and design your feedback strategies accordingly

References

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感谢您的聆听！

问题与建议？