

**English 630**  
**Seminar in Second Language Writing**  
**Fall 2008**  
**Policies**

**Course Information**

Time: 2:30-3:20 MWF  
Place: 127 Heavilon Hall  
**Instructor: Tony Silva**  
Office: 433 Heavilon Hall

Office Hours: 3:30-4:30 MWF  
Phone: 494-3769  
**Fax: 494-3780**  
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**Course Objective**

To explore major issues in second language writing studies.

**Reading**

Required: A packet of readings available at Copymat  
Optional: Books on reserve at Hicks Library

**Course Policies**

*Course grades*

Course grades will be calculated on a 1000 point scale:

A+=967-1000  
A=933-966  
A-=900-932  
B+=867-899  
B=833-866  
B-800-832  
C+=767-799  
C=733-766  
C-=700-732  
D+=667-699  
D=633-666  
D-=600-632  
F=<600

Points can be earned in four areas:

Class participation	200
Journals	200
Presentation	200
Term project	400

*Attendance/Participation*

Attendance and active, thoughtful, and informed participation at each class meeting are expected.

*Written assignments*

All written assignments for this course are to be typed, double-spaced, with one inch margins on all sides.  
Deadlines for these assignments will be firm: late work will not normally be accepted.

## Description of Coursework

### *Class participation*

This includes reading assigned texts, submitting topics for discussion related to readings, and participating in class discussions.

### *Journals*

Journal entries should focus on issues raised in readings and class discussions. An entry can involve reaction, commentary, critique, analysis, relation to personal experience, etc., and should run about 750 words in length.

### *Final Project Options*

#### Term Paper

A 5000-word paper exploring a second language writing topic of your choice. The paper should include (a) a title page, (b) a 100-word abstract, (c) at least 15 pages of text, (d) a list of references, and (e) a 50-word autobiographical statement. The paper should conform to APA specifications.

#### Other Options

A research proposal or prospectus, a report of empirical research, a critical review of research on a particular topic, a profile of the work of a prominent second language writing scholar, a book review article, or any other comparable work that you believe will be in some way useful for your future academic work. Please see the instructor to get approval for and to negotiate the specifications of such a project.

### *Presentation*

A formal oral presentation of your final project (in progress). The presentation should include a 15-minute talk followed by 5 minutes of response to questions and comments from the class.

## ENGL 630 Fall 2008 – Schedule

Class	Day	Date	Assignment
1	M	8.25	Introductions; Policies & Procedures
2	W	8.27	Silva (2005); Silva & Leki (2004)
3	F	8.29	Grabe (2001); Atkinson (2009)
	M	9.1	Labor Day
4	W	9.3	Gibian (1951); Ives (1953)
5	F	9.5	<b>Journal 1</b>
6	M	9.8	Erazmus 1960; Pincas (1962)
7	W	9.10	Kaplan (1966); Hinds (1987)
8	F	9.12	Zamel (1976a); Ney (1976); Zamel (1976b)
9	M	9.15	Spack (1988a); Braine (1988); Spack (1988b); Johns (1988); Spack (1988c); Horowitz (1990)
10	W	9.17	Santos (1992); Benesch (1993)
11	F	9.19	<b>Journal 2</b>
12	M	9.22	Leki (1993); Severino (1993)
13	W	9.24	Silva (1993); Canagarajah (2002a); Canagarajah (2002b)
14	F	9.26	Deckert (1993); Pennycook (1994); Deckert (1994)
15	M	9.29	Reid (1994); Hall (1995); Reid (1995)
16	W	10.1	Belcher (1997); Spack (1997), Belcher (2001)
17	F	10.3	<b>Journal 3</b>
18	M	10.6	Blanton (1999); Harklau, Siegal, & Losey (1999)
19	W	10.8	Santos, Atkinson, Erickson, Matsuda, & Silva (2000); Kaplan (2000) Santos (2000); Atkinson (2000)
20	F	10.10	Matsuda (1999); Reichelt (1999); <b>Project Proposal Due</b>
	M	10.13	October Break
21	W	10.15	Benesch (2001); Santos (2001)
22	F	10.17	<b>Journal 4</b>
23	M	10.20	Liu (2001); Sasaki (2001); Silva & Reichelt (2003)
24	W	10.22	Leki (1991); Connor (2002)
25	F	10.24	Kubota & Lehner (2004); Connor (2005); Kubota & Lehner (2005)
26	M	10.27	Atkinson (2003); Casanave (2003); Hyland (2003)
27	W	10.29	Matsuda, Canagarajah, Harklau, Hyland, & Warshauer (2003)
28	F	10.31	<b>Journal 5</b>
29	M	11.3	Ramanathan (2003); You (2005)
30	W	11.5	Casnave (2005); Li (2005); Matsuda (2005)
31	F	11.7	Hyon, 1996; Tardy (2006)
32	M	11.10	Canagarajah (2006a); Canagarajah (2006b)
33	W	11.12	Matsuda (2006); You (2006)
34	F	11.14	<b>Journal 6; Schedule Presentations</b>
35	M	11.17	Tardy (2004); Belcher (2007)
36	W	11.19	Leki (2003); Leki (2006)
37	F	11.21	Lee (2010); Schultz (2010)
38	M	11.24	Lefkowitz (2010); Perpignan (2010); Wang (2010)
	W	11.26	Thanksgiving Break
	F	11.28	Thanksgiving Break
39	M	12.1	Presentations
40	W	12.3	Presentations
41	F	12.5	Presentations
42	M	12.8	Presentations
43	W	12.10	Presentations
44	F	12.12	Presentations
Exam			Presentations; Course Evaluation; <b>Projects Due</b>

## ENGL 630 Fall 2008 – Reading List

- Atkinson, D. (In Press). Between theory with a big "T" and practice with a small "p": Why theory matters. In T. Silva & P.K. Matsuda (Eds.), *Practicing theory in second language writing*. West Lafayette, IN: Parlor Press.
- Atkinson, D. (2000). On Robert B. Kaplan's response to Terry Santos et al.'s "On the future of second language writing." *Journal of Second Language Writing*, 9(3), 317-320.
- Atkinson, D. (2003). Writing and culture in the post-process era. *Journal of Second Language Writing*, 12(1), 49-63.
- Belcher, D. (1997). An argument for nonadversarial argumentation: On the relevance of the feminist critique of academic discourse to L2 writing pedagogy. *Journal of Second Language Writing*, 6(1), 1-21.
- Belcher, D. (2001). Does second language writing theory have gender. In T. Silva, & P.K. Matsuda (Eds.), *On second language writing* (pp. 59-71). Mahwah, NJ: Lawrence Erlbaum Associates.
- Belcher, D. (2007). Seeking acceptance in an English-only research world. *Journal of Second Language Writing*, 16(1), 1-22.
- Benesch, S. (1993). ESL, ideology, and the politics of pragmatism. *TESOL Quarterly*, 27(4), 705-717.
- Benesch, S. (2001). Critical pragmatism: A politics of L2 composition. In T. Silva, & P.K. Matsuda (Eds.), *On second language writing* (pp. 161-172). Mahwah, NJ: Lawrence Erlbaum Associates.
- Blanton, L.L. (1999). Classroom instruction and language minority students: On teaching to "smarter" readers and writers. In L. Harklau, K. M. Losey, and M. Siegal (Eds.), *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (pp. 119-142). Mahwah, NJ: Lawrence Erlbaum Associates.
- Braine, G. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" A reader reacts. *TESOL Quarterly*, 22(4), 700-702.
- Canagarajah, A.S. (2002a). Excerpt from *A geopolitics of academic writing*. Pittsburgh, PA: University of Pittsburgh Press
- Canagarajah, A.S. (2002b). Excerpt from *Critical academic writing and multilingual students*. Ann Arbor, MI: University of Michigan Press.
- Canagarajah, A. S. (2006a). The place of world Englishes in composition: Pluralization continued. *College Composition and Communication*, 57(4), 586-619.
- Canagarajah, A. S. (2006b). Toward a writing pedagogy of shuttling between languages: Learning from multilingual writers. *College English*, 68(6), 589-604.
- Casanave, C. P. (2003). Looking ahead to more sociopolitically-oriented case study research in L2 writing scholarship (but should it be called "post-process"?). *Journal of Second Language Writing*, 12(1), 85-102.
- Casanave, C. P. (2005). Use of narrative in L2 writing research. In P. K. Matsuda & T. Silva (Eds.), *Second language writing research: Perspectives on the process of knowledge creation* (pp. 17-32). Mahwah, NJ: Lawrence Erlbaum Associates.
- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36(4), 493-510.
- Connor, U. (2005). Comment by Ulla Connor. *Journal of Second Language Writing*, 14(2), 132-136.
- Deckert, G. (1993). Perspectives on plagiarism from ESL students in Hong Kong. *Journal of Second Language Writing*, 2(2), 131-148.
- Deckert, G. (1994). Author's response to Pennycook's objections. *Journal of Second Language Writing*, 3(3), 285-289.
- Erazmus, E. (1960). Second language composition teaching at the intermediate level. *Language Learning*, 10(1/2), 25-31.

- Gibian, G. (1951). College English for foreign students. *College English*, 13(3), 157-160.
- Grabe, W. (2001). Notes toward a theory of second language writing. In T. Silva, & P.K. Matsuda (Eds.), *On second language writing* (pp. 39-57). Mahwah, NJ: Lawrence Erlbaum Associates.
- Harklau, L., Losey, K.M., & Siegal, M. (1999). Linguistically diverse students and college writing: What is equitable and appropriate? In L. Harklau, K. M. Losey, and M. Siegal (Eds.), *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (pp. 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hall, C. (1995). Commenting on Joy Reid's "Responding to ESL students' texts: The myths of appropriation": There are myths and then there are myths. *TESOL Quarterly*, 29(1), 159-163.
- Hinds, J. (1987). Reader-writer responsibility: A new typology. In U. Connor & Kaplan, R. (Eds.), *Writing across languages: Analysis of L2 texts*. Reading, MA: Addison Wesley Longman.
- Horowitz, D. (1990). Fiction and non-fiction in the ESL/EFL classroom: Does the difference make a difference? *English for Specific Purposes*, 9(2), 161-168.
- Hyland, K. (2003). Genre based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-722.
- Ives, S. (1953). Help for the foreign student. *College Composition and Communication*, 4(4), 141-144.
- Johns, A. (1988). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" Another reader reacts. *TESOL Quarterly*, 22(4), 705-707.
- Kaplan, R. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16(1), 1-20.
- Kaplan, R. (2000). Response to "On the future of second language writing," Terry Santos (Ed.), et al. *Journal of Second Language Writing*, 9(3), 311-314.
- Kubota, R., & Lehner, A. (2004). Toward critical contrastive rhetoric. *Journal of Second Language Writing*, 13(1), 7-27.
- Kubota, R., & Lehner, A. (2005). Response to Ulla Connor's comments. *Journal of Second Language Writing*, 14(2), 137-143.
- Leki, I. (1991d). Twenty-five years of contrastive rhetoric. Text analyses and writing pedagogies. *TESOL Quarterly*, 25(1), 123-143.
- Leki, I. (1993) Reciprocal themes in ESL reading and writing. In J. Carson & I. Leki (eds.), *Reading in the composition class: Second language perspectives* (pp. 9-32). Boston, MA: Heinle & Heinle.
- Leki, I. (2003). A challenge to second language writing professionals: Is writing overrated? In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 315-331). New York, NY: Cambridge University Press.
- Leki, I. (2006). The legacy of first-year composition. In P. K. Matsuda, C. Ortemeier-Hooper, & X. You (Eds.), *The politics of second language writing: In search of the promised land* (pp. 59-74). West Lafayette, IN: Parlor Press.
- Lee, I. (2010, expected). Issues and challenges in teaching and learning EFL writing: The Case of Hong Kong. In T. Cimasko & M. Reichelt (Eds.), *Foreign language writing instruction: Principles and Practices*.
- Lefkowitz, N. (2010, expected). Writing the wrongs: Foreign and heritage language instructors' quest for grammatical accuracy. In T. Cimasko & M. Reichelt (Eds.), *Foreign language writing instruction: Principles and Practices*.
- Li, X. (2005). Composing culture in a fragmented world: The issue of representation in cross-cultural research. In P. K. Matsuda (Ed.), *Second language writing research*:

- Perspectives on the process of knowledge creation* (pp. 121-131). Mahwah, NJ: Lawrence Erlbaum Associates.
- Liu, J. (2001). Writing from Chinese to English. In D. Belcher & U. Connor (Eds.), *Reflections on multiliterate lives* (pp. 121-131). Clevedon, UK: Multilingual Matters.
- Matsuda, P. K. (1999). Composition studies and ESL writing: A disciplinary division of labor. *College Composition and Communication*, 50(4), 699-721.
- Matsuda, P. K. (2005). Historical inquiry in second language writing. In P. K. Matsuda & T. Silva (Eds.), *Second language writing research: Perspectives on the process of knowledge creation* (pp. 33-46). Mahwah, NJ: Lawrence Erlbaum Associates.
- Matsuda, P. K. (2006). The myth of linguistic homogeneity in U.S. College composition. *College English*, 68(6), 637-651.
- Matsuda, P. K., Canagarajah, A. S., Harklau, L., Hyland, K., & Warschauer, M. (2003). Changing currents in second language writing research: A colloquium. *Journal of Second Language Writing*, 12(2), 151-179.
- Ney, J. (1976). A note of Vivian Zamel's view of research in the teaching of composition. *TESOL Quarterly*, 10(3), 351-352.
- Pennycook, A. (1994). The complex contexts of plagiarism: A reply to Deckert. *Journal of Second Language Writing*, 3(3), 277-284.
- Perpignan, H. (2010, expected). Ideas into words: Narrowing the gap in doctoral candidates' academic writing in EFL. In T. Cimasko & M. Reichelt (Eds), *Foreign language writing instruction: Principles and Practices*.
- Pincas, A. (1962). Structural linguistics and systematic composition teaching to students of English as a second language. *Language Learning*, 12(3), 185-194.
- Ramanathan, V. (2003). Written textual production and consumption (WTPC) in vernacular and English-medium settings in Gujarat, India. *Journal of Second Language Writing*, 12(2), 125-150.
- Reichelt, M. (1999). Toward more comprehensive view of L2 writing: Foreign language writing in the U.S. *Journal of Second Language Writing*, 8(2), 181-204.
- Reid, J. (1994). Responding to ESL students' texts: The myths of appropriation. *TESOL Quarterly*, 28(2), 273-292.
- Reid, J. (1995). The author responds. . . *TESOL Quarterly*, 29(1), 163-166.
- Santos, T. (1992). Ideology in composition: L1 and ESL. *Journal of Second Language Writing*, 1(1), 1-15.
- Santos, T. (2000). Response to Kaplan. *Journal of Second Language Writing*, 9(3), 315.
- Santos, T. (2001). The place of politics in second language writing. In T. Silva, & P.K. Matsuda (Eds.), *On second language writing* (pp. 173-190). Mahwah, NJ: Lawrence Erlbaum Associates.
- Santos, T., Atkinson, D., Erickson, M., Matsuda, P.K., & Silva, T. (2000). On the future of second language writing: A colloquium. *Journal of Second Language Writing*, 9(1), 1-20.
- Sasaki, M. (2001). An introspective account of L2 writing acquisition. In D. Belcher & U. Connor (Eds.), *Reflections on multiliterate lives* (pp. 110-120). Clevedon, UK: Multilingual Matters.
- Schultz, J.M. (2010, expected). Second language writing in the era of globalization. In T. Cimasko & M. Reichelt (Eds), *Foreign language writing instruction: Principles and Practices*.
- Severino, C. (1993). The sociopolitical implications of response to second language and second dialect writing. *Journal of Second Language Writing*, 2(3), 181-201.
- Silva, T. (2005). On the philosophical bases of inquiry in a second language writing: metaphysics, inquiry paradigms, and the intellectual zeitgeist. In P. K. Matsuda & T. Silva (Eds.), *Second language writing research: Perspectives on the process of knowledge creation* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates.
- Silva, T. (1993) The distinct nature of second language writing: The ESL research and its

- implication. *TESOL Quarterly*, 27(4), 657-677.
- Silva, T., & Leki, I. (2004). Family matters: The influence of applied linguistics and composition studies on second language writing studies-Past, present, and future. *The Modern Language Journal*, 88(1), 1-13.
- Silva, T., & Reichelt, M., Chikuma, Y., Duval-Couetil, N., Mo, R-P. J., Velez-Rendón, G., & Woods, S. (2003). Second language writing up close and personal: Some success stories. In B. Kroll (Ed), *Exploring the dynamics of second language writing* (pp. 93-114). New York, NY: Cambridge University Press.
- Spack, R. (1988a). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly*, 22(1), 29-51.
- Spack, R. (1988b). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" The author responds to Braine. *TESOL Quarterly*, 22(4), 703-705.
- Spack, R. (1988c). Two commentaries on Ruth Spack's "Initiating ESL students into the academic discourse community: How far should we go?" The author responds to Johns. *TESOL Quarterly*, 22(4), 707-708.
- Spack, R. (1997). The rhetorical construction of multilingual students. *TESOL Quarterly*, 31(4), 765-774.
- Tardy, C.M. (2004). The role of English in scientific communication: Lingua franca or Tyrannosaurus Rex? *Journal of English for Academic Purposes*, 3(3), 247-269
- Tardy, C. M. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15(2), 79-101.
- Wang, W. (2010, expected). Teaching academic writing to advanced EFL learners in China: Principles and challenges. In T. Cimasko & M. Reichelt (Eds), *Foreign language writing instruction: Principles and Practices*.
- You, X. (2005). Ideology, textbooks, and the rhetoric of production in China. *College Composition and Communication*, 56(3), 632-652.
- You, X. (2006). Globalization and the politics of teaching EFL writing. In P. K. Matsuda, C. Ortemeier-Hooper, & X. You (Eds.), *The politics of second language writing: In search of the promised land* (pp. 188-202). West Lafayette, IN: Parlor Press.
- Zamel, V. (1976a). Teaching composition in the ESL classroom: What can we learn from the research in the teaching of English. *TESOL Quarterly*, 10(1), 67-76.
- Zamel, V. (1976b). A reply to professor Ney's "note." *TESOL Quarterly*, 10(3), 352-353.

## ENGL 630 Fall 2008 - Books on Reserve

- Bates, L., Lane, J., & Lange, E. (1993). *Writing clearly: Responding to ESL compositions*. Boston, MA: Heinle & Heinle.
- Belcher, D., & Braine, G. (1995). (Eds.). *Academic writing in a second language: Essays on research and pedagogy*. Norwood, N.J.: Ablex.
- Belcher, D., & Connor, U. (Eds.) (2001). *Reflections on multiliterate lives*. Buffalo, NY: Multilingual Matters.
- Belcher, D., & Hirvela, A. (Eds.). (2001). *Linking literacies: Perspectives on L2 reading-writing connections*. Ann Arbor: University of Michigan Press.
- Blanton, L. L. (1998). *Varied voices: On language and literacy learning*. Boston, MA: Heinle & Heinle.
- Blanton, L.L., & Kroll, B. (Eds.) (2002). *ESL composition tales: Reflections on teaching*. Ann Arbor, MI: University of Michigan Press.
- Bloch, J. (2008). *Technologies in the second language composition classroom*. Ann Arbor, MI: University of Michigan Press.
- Brauer, G. (Ed.) (2000). *Writing across languages*. Stamford, CT: Ablex Publishing Corporation.
- Brock, M., & Walters, L. (Eds.)(1993). *Teaching composition around the Pacific rim: Politics and pedagogy*. Clevedon, England: Multilingual Matters.
- Bruce, S., & Rafoth, B. (Eds.) (2004). *ESL Writers: A guide for writing center tutors*. Portsmouth, NH: Boynton/Cook Publishers.
- Byrd, P., & Reid, J. M. (1998). *Grammar in the composition classroom: Essays on teaching ESL for college-bound students*. Portsmouth, NH: Heinle & Heinle.
- Byrne, D. (1998). *Teaching writing skills*. London: Longman.
- Campbell, C. (1998). *Teaching second-language writing: Interacting with text*. Portsmouth, NH: Heinle & Heinle.
- Canagarajah, A. S. (2002). *A geopolitics of academic writing*. Pittsburgh, PA: University of Pittsburgh Press
- Canagarajah, A. S. (2002). *Critical academic writing and multilingual students*. Ann Arbor, MI: University of Michigan Press.
- Candlin, C.N., & Hyland, K. (Eds.) (1999). *Writing: Texts, processes and practices*. London: Longman.
- Carson, J., & Leki, I. (Eds.) (1993). *Reading in the composition classroom: Second Language Perspectives*. Boston, MA: Heinle & Heinle.
- Casanave, C. P. (2003). *Controversies in second language writing: Dilemmas and decisions in research and instruction*. Ann Arbor, MI: University of Michigan Press.
- Casanave, C. P. (2002). *Writing games: Multicultural case studies of academic literacy practices in higher education*. Mahwah, NJ: Lawrence Erlbaum.
- Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*. New York: Cambridge University Press.
- Connor, U., & Johns, A. (Eds.) (1990). *Coherence in writing: Research and pedagogical perspectives*. Alexandria, VA: TESOL.
- Connor, U. & Kaplan, R. (Eds.) (1987). *Writing across languages: Analysis of L2 texts*. Reading, MA: Addison Wesley Longman.
- Cumming, A.H. (Ed.) (1994). *Bilingual performance in reading and writing*. Ann Arbor, MI: Research Club in Language Learning.
- Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez*. Norwood, NJ: Ablex.
- Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor, MI: University of Michigan Press.
- Ferris, D.R. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Ferris, D. R., & Hedgcock, J. S. (2005). *Teaching ESL composition: Purpose, process, and practice, 2<sup>nd</sup> edition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fox, H. (1994). *Listening to the world: Cultural issues in academic writing*. Urbana, IL: NCTE.
- Freedman, A., Pringle, I., & Yalden, J. (Eds.) (1983). *Learning to write: First language/second language*. London, UK: Longman.
- Gaudiani, C. (1981). *Teaching writing in the EFL curriculum*. Washington, DC: Center for Applied Linguistics.
- Goldstein, L. M. (2005). *Teacher written commentary in second language writing classrooms*. Ann Arbor, MI: University of Michigan Press.
- Grabe, W., & Kaplan, R. (1996). *Theory and practice of writing: An applied linguistics perspective*. New York: Longman.
- Hamp-Lyons, L. (Ed.). (1991). *Assessing ESL writing in academic contexts*. Norwood, NJ: Ablex.
- Harklau, L., Losey, K.M., & Siegal, M. (Eds.) (1999). *Generation 1.5 meets college composition. Issues in the teaching of writing to U.S.-educated learners of ESL*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Hinkel, E. (2002). *Second language writers' text: Linguistic and rhetorical features*. Mahwah, NJ: Lawrence Erlbaum.
- Hinkel, E. (2004). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hirvela, A. (2004). *Connecting reading and writing in second language writing instruction*. Ann Arbor, MI: University of Michigan Press.
- Hirose, K. (2005). *Product and process in the L1 and L2 writing of Japanese students of English*. Hiroshima, Japan: Keisuisha Company, Limited.
- Hughey, J., Wormuth, D., Hartfiel, V., & Jacobs, H. (1983). *Teaching ESL composition*. Rowley, MA: Newbury House.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: University of Michigan Press.
- Hyland, K. (2003). *Second Language Writing*. Cambridge, UK: Cambridge University Press.
- Hyland, K., & Hyland, F. (Eds.) (2006). *Feedback in second language writing: Contexts and issues*. New York, NY: Cambridge University Press.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., & Hughey, J. (1981). *Testing ESL composition: A practical approach*. Rowley, MA: Newbury House.
- Johns, A. M. (1997). *Text, role, and context: Developing academic literacies*. New York: Cambridge University Press.
- Johns, A. M. (Ed.) (2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnson, D., & Roen, D. (Eds.) (1989). *Richness in writing: Empowering ESL students*. New York, NY: Longman.
- Kroll, B. (Ed.) (2003). *Exploring the dynamics of second language writing*. Cambridge, UK: Cambridge University Press.
- Kroll, B. (Ed.) (1990). *Second language writing. Research insights for the classroom*. New York, NY: Cambridge University Press.
- Leeds, B. (Ed.) (1996). *Writing in a second language: Insights from first and second language teaching and research*. New York: Longman.
- Leki, I. (Ed.) (2001). *Academic writing programs*. Alexandria, VA: TESOL.
- Leki, I. (2007). *Undergraduates in a second language: Challenges and complexities of academic literacy development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NH:

- Boynton-Cook.
- Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English, 1980-2005*. New York, NY: Routledge.
- Li, X. (1996). *"Good writing" in cross cultural context*. Albany, NY: SUNY Press.
- Liu, J., & Hansen, J. G. (2002). *Peer response in second language writing classrooms*. Ann Arbor, MI: University of Michigan Press.
- Losey, K. (1997). *Listen to the silences: Mexican American interaction in the composition classroom and the community*. Norwood, NJ: Ablex.
- Matsuda, P.K. & Silva, T. (Eds.) (2005). *Second language writing research: Perspectives on the process of knowledge creation*. Mahwah, NJ: Lawrence Erlbaum Associates.
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