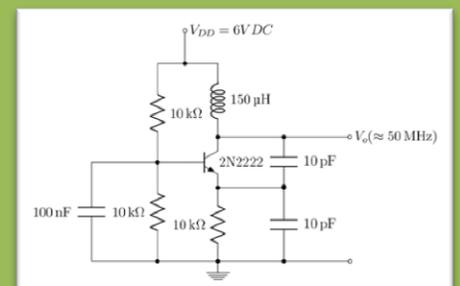
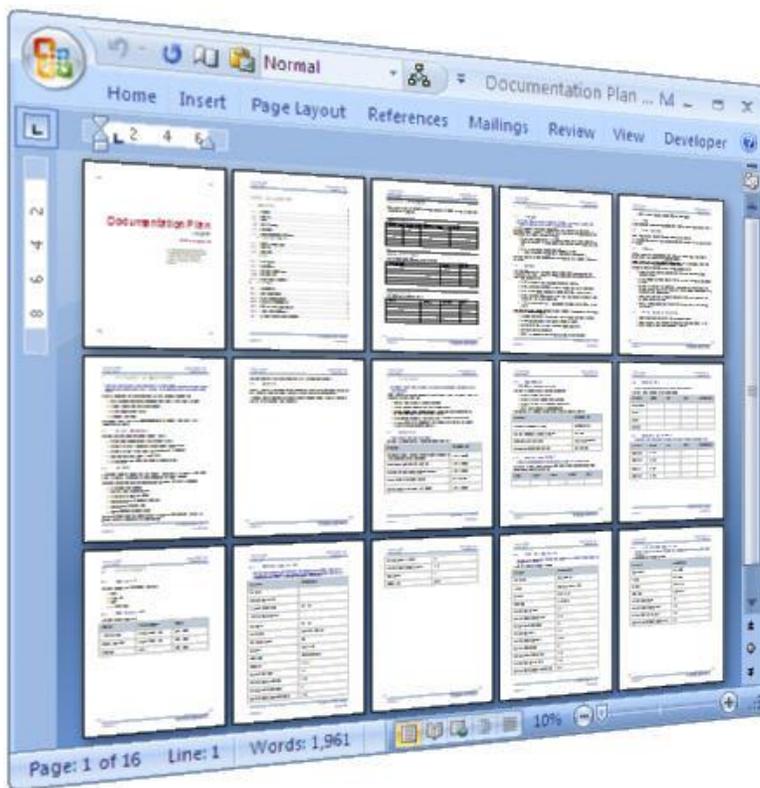


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Curriculum Guide: Advanced ESL Technical Writing



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Purpose, Audience, and Scope of this Guide

This curriculum guide proposes a model for implementing an Advanced ESL Technical Writing course at an American university. The following material is geared toward college ESL curriculum designers and composition instructors. It could be used for training instructors or for creating new courses, and it provides theoretical justification for each curricular component. This document is not designed as a course syllabus to be passed out to students, but many of its elements could be inserted into syllabi.

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Course Description and Rationale

Advanced ESL Technical Writing will cultivate and assess the technical communication proficiencies of L2 students through introducing rhetorical concepts, reviewing basic grammar, and developing students' abilities to adapt to cultural discourses. Progress towards these goals will be achieved and assessed through discussion, readings, quizzes, and most importantly, performance assessments that simulate real world applications of technical writing. The required textbooks for this course are Markel's (2012) *Technical communication* and Glassman-Deal's (2009) *Science Research Writing: A Guide for Non-Native Speakers of English*.

I have developed this course in order to meet what I perceive will be a continually growing need. In my experience as a technical writing instructor and as a freelance editor, I have met a number of juniors, seniors, and graduate students at Penn State who are very advanced in STEM and other fields, but still could use extra support for written communication.

The curriculum of regular technical writing courses generally assumes a native-speaker proficiency in grammar, but L2 writers would benefit from targeted grammar activities that would not be nearly as beneficial to L1 writers. In addition, the gap between individual discourse styles and American technical discourse styles will be greater for L2 writers than for L1 writers. Although both L1 and L2 student need culturally responsive pedagogy for learning technical writing, which is different from other forms of communication, L2 students would benefit from a learning environment where the playing field is relatively more equitable, since they would all be encountering American communication styles as a foreign culture. Thus, the review of basic English grammar and American communication can feel more comfortable for students in the absence of highly proficient native English-speaking classmates.

This course could be implemented in any American university. ESL technical communication courses are rarer than other kinds of ESL composition courses, but I would argue that more courses of this nature should be offered because of the benefits I stated above. However, since the targeted students are advanced academically, they may feel uninclined to enroll in this course. Many students feel some level of stigma related to taking an "ESL" course (Marshall 2010, p. 53), so I labelled it "Advanced," in order that both students and others viewing their transcripts do not think it is a "remedial" course. Creating more sections of this kind of course nationwide would also raise consciousness among technical professionals about the depth and comprehensiveness of Advanced ESL Technical Writing.



Context, Resources, and Constraints

The course's underlying philosophy is that the greatest resources in the classroom are the diverse communicative and technical competencies that L2 students bring with them into this course. One of the most salient socio-cultural constraints to address involves students' own psychological insecurities related to being categorized as ESL students. According to Marshall (2010), students often feel embarrassed about taking ESL courses, struggling with what has been termed "deficit remedial ESL identity." Some students in this course may be resident immigrants who moved to the US during adolescence, while others may be international or exchange students, and each group is going to face unique psychological challenges. One such challenge is "stereotype threat," theorized by Steele (2006) as an experience with a measurable impact on performance due to anxiety that others will apply negative stereotypes to oneself.

In this course and beyond, preparing written communications, especially personal documents such as application letters, might be an experience that could trigger stereotype threat or deficit identity for students. Therefore, the instructor's main counterweight will be to encourage students to position themselves as cultural beings endowed with a globalizing perspective that is highly competitive in the workplace. According to Yoon (2008), an instructor's different kinds of social "interactive positioning" can have a positive or negative influence on students' performance, so the instructor must help students see their strengths as carriers of intercultural border-crossing wisdom. In addition, the instructor must also encourage students to feel confident in their discipline-specific technical proficiencies, to help them realize how much American society does in fact value what they have to offer.

Adaptation to Learners

The course goals and objectives, needs assessments, materials, and evaluation methods all must synergize to address the unique professional needs of juniors, seniors, and graduate students in STEM and related fields at American universities. These students need to develop practical writing skills for professional and research environments, so every piece of course content must relate directly to the kinds of sentences and formats they will be composing both at the university and in the workplace.

Quizzes, assignments, and activities must be designed at a precise and appropriate level, since these students will have a moderately high level of English proficiency and might often be funneled into a regular Tech Writing class, such as English 202C at Penn State. In other words, these students are at a borderline in their proficiency level, and the instructor will conduct periodic needs assessments to determine which objectives need the most emphasis during class time.

Additional Resources and Constraints

Another resource is students' intrinsic motivation, which can be tapped into through the practical career-oriented activities in the course. These students will likely be engaged in applying for jobs, internships, and graduate programs, so some assignments will help them to focus and edit application materials they are currently working on.

A related constraint, however, is that these students will have different technical backgrounds, such as electrical engineering, agricultural science, and computer science. Some students might be undergraduates, and a few might be graduate students with a lot more research experience. Since Composition instructors are usually not very familiar with STEM-related disciplines, the instructor must be flexible, and may have to do some internet navigation on students' behalf to help them with the internship and job application process.

Another issue would be student access to computers and the availability of classroom projection technology, but basically this class will have to be scheduled for a computer lab.

Misunderstandings about assignments and activities between the instructor and the students are also possible in this ESL classroom, so the instructor may need to draw from "paralogic hermeneutic pedagogy," which focuses more on the open-ended and uncodifiable nature of communication (Thralls & Blyler, 2004, p. 120; Matveeva, 2005). Paralogic hermeneutic pedagogy is about approaching communication charitably, giving one's best effort to understand the other. For the sake of effective classroom communication, the instructor will need to demonstrate charitable understanding if my students lack basic computer skills or have other unique needs. In addition, the stereotypical dryness of technical writing can be counteracted by an emphasis on how charitable methods may be used to adapt to one's readers.

Overall, the governing principle for the material selection is the philosophy of treating students as already possessing valuable skills and resources to offer in the university and on the job market. In addition, this approach will benefit students on the job market, because it will train them to use their writing to convince employers that their L2 status is actually a strength, since they are proficient in more than one language. Hopefully a long term consequence will be the toppling of employer biases against former ESL students.

Conceptualizing Goals & Objectives

The goals and objectives for this course are theoretically grounded. Graves (1996, p. 17) discusses four different kinds of goals proposed by Stern (1992) that are generally incorporated into courses—"proficiency goals, cognitive goals, affective goals, and transfer goals." Advanced ESL Technical Writing emphasizes transfer goals, which "involve learning how to learn so that one can call upon learning skills gained in one situation to meet future learning challenges" (Graves, 1997, p. 17). Transfer goals are selected because technical writing requires being able to learn all about a particular product or process while writing a technical document and to research the needs of the intended audience of that document.

Course Goals

The theoretical rationale for the following goals is also grounded in social cognitive pedagogy, which Thralls & Blyler (2004, p. 117) define as a focus on stimulating metacognitive awareness of how to adapt to the codified conventions of a discourse community. Meeting the audience's needs and using standard English grammar are probably the most salient codifications for writing in the academic and professional world.

Goal 1: Approaching Technical Writing Rhetorically

- ❖ Students will learn to narrow down the purpose for writing any document, to research the needs and expectations of the audience, and to organize the content to meet the audience's needs.

A rhetorical approach to writing means focusing on the audience. To use rhetoric effectively is both a cognitive goal and a transfer goal, since studying involves mastering specific linguistic concepts as well as learning how to approach novel challenges in the future.

Goal 2: Practical Grammar Review

- ❖ Each student will identify personal opportunities for developing deeper cognitive awareness of the structure of English, in order to produce sentences with clarity, conciseness, and precision.

This is mostly a proficiency goal since it requires "mastery of specific language behaviors" (Graves, 1997, p. 17), which will be especially helpful for the future. Grammatical correctness, however politically conflicted this concept may be, is still required for academic and professional contexts, and future supervisors of our students will require grammatically incoherent documents to be rewritten.

Goal 3: Conceiving Technical Writing as Cultural Discourse

- ❖ Students will become independent evaluators of the sociolinguistic appropriateness of their own writing.

This transfer goal is somewhat of a rephrasing of Goal 1, concerning rhetoric, but Goal 3 will guide how the instructor approaches rhetorical issues that specifically relate to communication differences between various cultures. For example, students will be learning citation styles as required in American discourse communities. Since there are many different citation styles and purposes, students need to learn how to investigate any discourse community to which they belong, both present and future, so that they can effectively evaluate their own level of sociolinguistic appropriateness. The goal, therefore, is to prepare students to apply aspects of the course to the individual discourse contexts of their own academic fields.

Course Objectives

The following objectives are manageable steps for achieving the course goals stated above. A typical day of class will involve working toward 2-3 of these objectives.

Rhetoric Objectives

In order to develop their rhetorical awareness, students will

- use pre-writing steps for the 5 major projects to identify purpose, audience, and appropriate organization methods,
- conduct peer-reviews for rough drafts, and
- schedule student-teacher conferences for discussing.

Grammar Objectives

Students will practice and demonstrate their grammatical proficiency through 1) quizzes, 2) short diagnostic essays, 3) written projects, and 4) student-teacher conferences. The following grammatical concepts will be introduced and tested in this course:

- Modals for polite language
- Independent vs. dependent clauses
- Tense pairs: using past and perfect tenses together
- Parallelism
- Compound Subjects
- Passive and active voices
- Articles (“a” and “the”)
- Adverbs and adverb location
- Modifiers vs. dangling modifiers
- Transitional phrases for paragraph cohesion

This selection is partially based on the grammar covered by Glassman-Deal (2009) in *Science Research Writing: A Guide for Non-Native Speakers of English*. Other concepts, such as parallelism, are emphasized in Markel’s (2010) *Technical Communication*.

Cultural Awareness Objectives

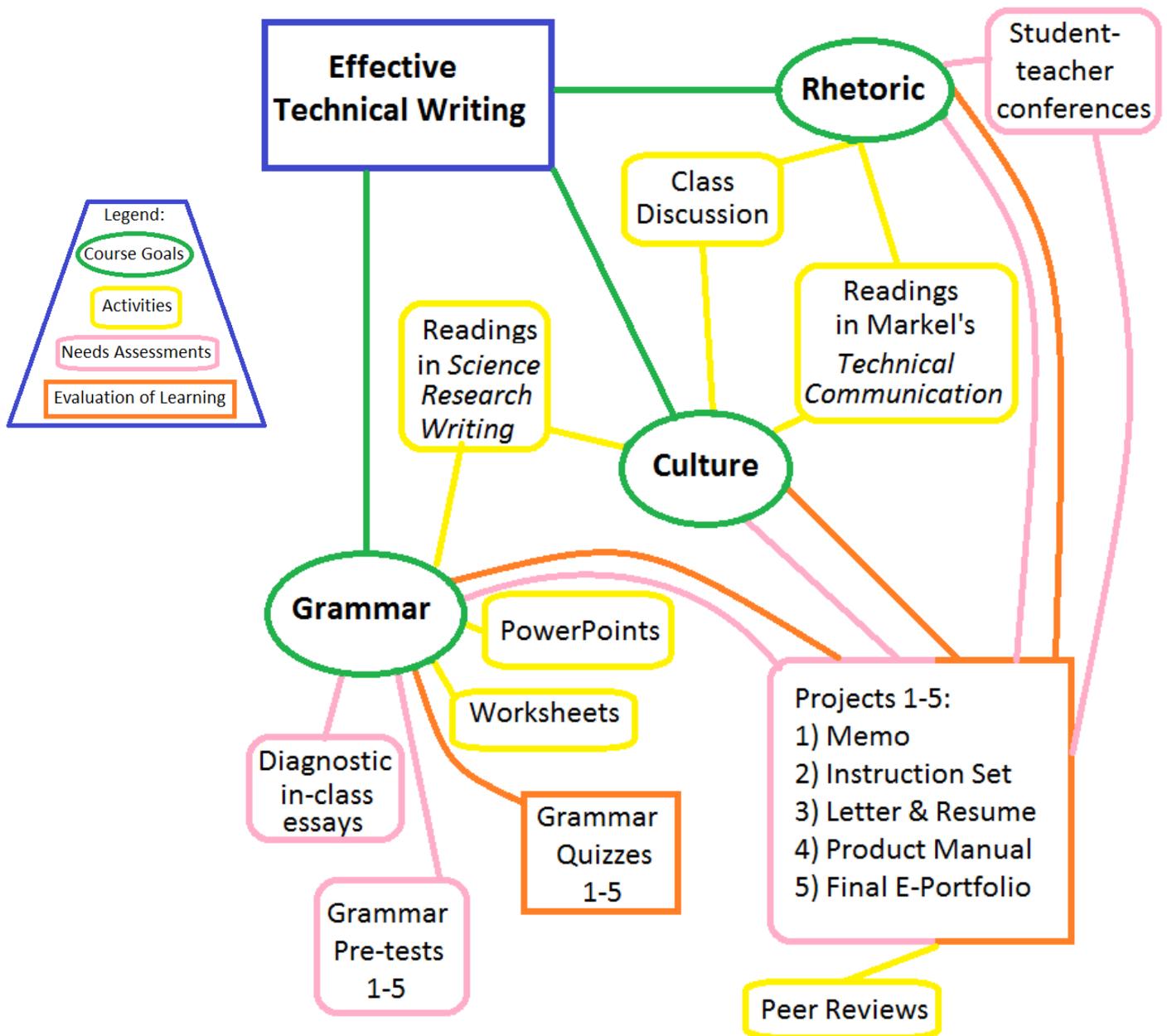
In order to become independent evaluators of the sociolinguistic appropriateness of their own writing, students will engage in the following practices throughout the course:

- Developing familiarity with MS Word and other communication technology, in order to format documents according to audience’s expectations
- Using an appropriate tone for text messages, emails, more formal letters, etc
- Avoiding common logical fallacies
- Citing sources according to the standards of one’s discourse community
- Practicing IEEE and APA citation styles

Ethical considerations about proper acknowledgment of sources and plagiarism are not culturally universal, so American standards must be presented as a lesson in intercultural understanding. The development of tone in communication is also important for ESL students to practice due to differences in communication styles.

Conceptualizing Content & Evaluation

The following diagram visualizes the various means for delivering content intended to achieve and assess progress toward the course goals. Feel free to refer to this diagram again.



Needs Assessment

Due to time constraints, the needs assessments will focus primarily on grammatical proficiency, rather than rhetorical proficiency. Ideally, the instructor would seek to identify the communication-related discipline-specific needs that each student has, but may not be feasible.

Two needs assessments, a questionnaire and a diagnostic essay, will help the instructor determine the “subjective needs” of students, or the needs that the students are most aware of (Graves, 1997, p. 14). In addition, the diagnostic essay, as well as any written work turned in during the first half of the course, can be analyzed for gaps in students’ grammatical knowledge. Thus, the diagnostic essay will help the instructor hypothesize each student’s “objective needs.” Five Pretests will be another means for assessing students’ needs.

The grammar Pretests will use mostly selected response (multiple choice) questions, in order to facilitate faster grading and data collection, and also to prevent confusing questions from harming students’ grades. The triangulated data from the questionnaires, diagnostic essays, written projects, and grammar Pretests will help the instructor determine which grammar objectives to emphasize the most. Thus, the data provided will allow for some degree of differentiated instruction. The instructor will alert students to their particular needs, in support of the course goal to help students “identify personal opportunities for developing deeper cognitive awareness of the structure of English.”

Steps to Take before the First Day of Class

In the weeks before the course, it may be possible for the instructor to login to his or her secure university access account to view the list of students enrolled in the course. This list may provide the students’ undergraduate majors or areas of graduate study, and if so the instructor should do some preliminary research on those fields by examining the university’s home pages for the relevant academic departments and doing Google searches.

Assessment during Week 1

On the first day of class, the instructor would utilize a questionnaire with interview type questions about years of English study, years of usage of Microsoft Word or other Office products, and years of usage of other communication technology or software. (See Appendix for sample questionnaire.)The questionnaire will also prompt them to write down questions about course policies, and most importantly, to indicate what kind of skills they know they want to improve in this course (Glenn & Goldthwaite, 2006, pp. 46-47).

On the second day of class, students will write a diagnostic essay for thirty minutes, as recommended by Glenn & Goldthwaite (2006, pp. 46-47). The instructor will first explain that this essay is ungraded, and then will have them write about their learning goals, learning needs, past struggles in English. Before the next class, the instructor will examine their use of grammar and devise a chart/ spreadsheet for recording the numbers of various kinds of errors (Glenn & Goldthwaite, 2006, p. 49). With this data, the instructor can adjust grammar lessons as needed.

Organization of Course Units

The following Units will last three weeks each:

1. Writing Professional Memos and Emails

Project 1: Compose a professionally formatted memo that describes their academic skills and interests and career goals.

2. Instruction Sets

Project 2: Design a short instruction set.

3. Application Letters and Resumes

Project 3: Compose a resume and an application letter for a job, an internship, or graduate school.

4. Writing Product Manuals

Project 4: Produce a product manual, which includes a *technical description* and a longer *instruction set*.

5. Designing Websites and E-Portfolios

➤ Project 5: Design a final e-portfolio website.

This assignment sequence follows the pedagogical concept of “building,” by starting with simpler assignments first, and it also uses “recycling,” since assignment 3 is similar to assignment 1, assignment 4 is similar to assignment 2, and assignment 5 incorporates all 4 previous assignments (Graves, 1996; Glenn & Goldthwaite, 2006, p. 90). The organization of course units is partially based on the structure developed by the Penn State Program in Writing and Rhetoric for regular Technical Writing (English 202C). The Director of this program, Cheryl Glenn (2006), explains in *The St. Martin’s Guide to Teaching Writing* many of the theoretical foundations that are currently embodied in the structure of Penn State Composition courses.

Some differences, however, between Advanced ESL Technical Writing and Penn State’s English 202C are that the first 3 Projects of the ESL version are modified to be a little bit simpler, while Project 4 is actually a new assignment altogether. Unit 1 in English 202C involves a rhetorical analysis, written in memo format, but in the ESL version the memo is more of a self-introduction. In addition, there are 6 Projects in English 202C, whereas there are 5 Projects in

Advanced ESL Technical Writing. The grammar objectives are also much more specified in this course than they would be in a regular Composition course, and the objectives are organized based on a building scheme and order of importance.

This breadth of assignments would be appropriate for fulfilling a university's upper-level writing requirement for a Bachelor's Degree. The assignments simulate the kinds of professional interactions and documents STEM students will likely experience in other courses and in the work world.

Materials and Activities: Selection, Adaptation, and Creation

To support these assignments, the instructor will use the relevant chapters from Markel's (2012) *Technical Communication*, which is an excellent text, in its 10th edition, designed for regular technical writing courses, and it is also used in the Penn State regular version of Technical Writing. The publisher, Bedford/ St. Martin's, also provides many instructional supplements, such as quizzes, PowerPoints, and thought-provoking classroom activities, which are accessible for free through a secure login. All of these activities and PowerPoints can be modified and contextualized for ESL students. Using this non-ESL textbook and curriculum will hopefully boost my students' confidence by showing them that this is not a remedial course.

In accordance with the course philosophy, the assignment sheets will emphasize that these 5 projects are opportunities to share their individual technical expertise as well as intercultural knowledge with others. Assignment sheets for the 5 major projects may be adapted from assignment sheets used by the Penn State English Department, or they may be composed anew. Either way, they will need to be modified to focus on the needs of the target students. Instructors also may search online for "good" and "bad" samples of technical writing to help students compare them. Sample projects from past Technical Writing student should be provided as models (with the permission of the student). A good place to look would be E-Portfolios published online for public access by past Technical Writing students.

In order to support the grammatical objectives for the course, the instructor will also assign readings and activities from the textbook, *Science Research Writing: A Guide for Non-Native Speakers of English* (Glassman-Deal, 2009). It should be noted that this is actually a British publication, so the punctuation will not be Americanized. The instructor should occasionally point out the differences in British and American punctuation and other conventions, to deepen students' cognitive awareness of these two somewhat contrasting discourses.

The instructor will also develop a "matrix" of grammar exercises based on the grammar objectives and the needs demonstrated in Pretests 1-5. A good resource for grammar exercises is the *College Workbook: Harbrace Essentials Handbook* (2012) by Larry Mapp. I also personally recommend consulting Brooks Landon's *Building Great Sentences* (2013). Instructors may need to investigate copyright licensing before using borrowed exercises in their courses.

Course Schedule

This course schedule embodies the theoretical conceptualizations of building and recycling, as well as other principles of assessment and curriculum design covered in this guide. Feel free to refer to this schedule again as a visual overview of the entire course. Please note that this schedule is organized by week, so the actual daily activities could be fleshed out more according to the needs of particular classes.

Unit 1: Writing Professional Memos and Emails	Objectives: Introduce course goals. Conduct needs assessments. Conventions and formatting for memos and emails. Appropriate tone. Practice modals for polite requests. Distinguish independent and dependent clauses.	
Week	Activities/Content	Evaluation
1	Introduction to Course Questionnaire, Diagnostic Essay Grammar PowerPoint, Worksheets, Discussion Read <i>Technical Communication</i> Chapters 1 and 14	Questionnaire, Diagnostic Essay Grammar Pretest 1
2	Project 1 Proposal Due Grammar PowerPoint + Worksheets, Discussion Read selections from <i>Science Research Writing</i>	Grammar Quiz 1 Student-teacher conferences
3	Rough Draft Due, Peer Review Discussion	Project 1 Due: Self-introductory Memo

Unit 2: Instruction Sets	Objectives: Audience adaptation, Organization, Citation style Familiarity with MS Word, Parallelism and Tense Pairs	
Week	Activities/Content	Evaluation
4	Grammar PowerPoint, Discussion Worksheets, Read selections from <i>Technical Communication</i>	Grammar Pretest 2
5	Project 2 Proposal Due Grammar PowerPoint, Discussion Worksheets, Read selections from <i>Science Research Writing</i>	Grammar Quiz 2 Student-teacher conferences
6	Rough Draft Due, Peer Review Discussion	Project 2 Due: Short instruction set

Course Schedule, continued

Unit 3: Application Letters and Resumes	Objectives: Identifying purpose. Using appropriate tone. Avoiding fallacies. Passive and active voice, Compound subjects	
Week	Activities/Content	Evaluation
7	Grammar PowerPoint, Discussion Worksheets, Read selections from <i>Technical Communication</i>	Grammar Pretest 3
8	Project 3 Proposal Due Read selections from <i>Science Research Writing</i> , Discussion	Grammar Quiz 3 Student-teacher conferences
9	Rough draft due, Peer review Discussion	Project 3 Due: Application Letter and Resume

Unit 4: Writing Product Manuals	Objectives: Audience adaptation, Organization IEEE and APA citation styles Articles (“a” and “the”), Adverb location	
Week	Activities/Content	Evaluation
10	Grammar PowerPoint, Wksheets Read selections from <i>Technical Communication</i> , Discussion	Grammar Pretest 4
11	Project 4 Proposal Due Read selections from <i>Science Research Writing</i> , Discussion	Grammar Quiz 4 Student-teacher conferences
12	Rough draft due, Peer review Discussion	Project 4 Due: Product Manual

Unit 5: Design Websites and E-Portfolios	Objectives: Lean web design software, Audience/visual organization Modifiers and dangling modifiers, Transitional Phrases	
Week	Activities/Content	Evaluation
13	Grammar PowerPoint, Wksheets Read selections from <i>Technical Communication</i> , Discussion	Grammar Pretest 5
14	Project 5 Proposal Due Read selections from <i>Science Research Writing</i> , Discussion	Grammar Quiz 5 Student-teacher conferences
15	Rough draft due, Peer review Discussion	Project 5 Due: Final E-Portfolio

Evaluation

Constructed-responses will be used for determining grades, because they require the production of contextualized language. Other methods such as teacher observation, conferences, and selected response questions, can be used to assess needs, since they are very efficient for providing feedback, but they will not be used for determining grades.

Performance assessments will be the main method of evaluation for this course. Bailey (1998, p. 208) defines performance assessment as a method where “the learner’s response involved comprehending and producing language under the types of contextual constraints that would be involved in performing [a real-world task such as] one’s job.” The theory behind performance assessment is criterion referenced testing, which Brown & Hudson (2002, p. 4) define as “any test that is primarily designed to describe the performances of examinees in terms of the amount that they know of a specific domain of knowledge or set of objectives.”

For grade calculation, the earlier assignments will carry less weight than the later assignments, rewarding students for making improvement, and the Grammar quizzes will determine no more than 20% of the students’ final grades, because communicative competency should be measured mostly by the performance assessments rather than through selected response questions.

Assessment of Progress toward Course Goals

As stated before, the three course goals are 1) to introduce rhetorical concepts, 2) to review basic grammar, and 3) to develop students’ abilities to adapt to cultural discourses. Progress towards these goals will be assessed through monitoring student participation in class activities, administering grammar quizzes, and most importantly, through providing performance assessments that simulate real world applications of technical writing.

All 5 projects will be used to assess progress towards the three main course goals. Writing a letter is an effective way for estimating a students’ sociolinguistic awareness (Bailey, 1998, p. 214-215), so Project 1: Memo and Project 3: Application Letter and Resume are especially appropriate. Project 2: Short Instruction Set and Project 4: Product Manual require an especially high level of understanding the practical needs of the audience, and thus they are effective for assessing rhetorical awareness. Student-teacher conferences related to prewriting for these projects will also be opportunities for grammar assessment and targeted feedback about sociolinguistic appropriateness. Project 5: Final Portfolio should be a masterpiece demonstrating achievement of all three course goals.

Criterion-Referenced Assessment for Course Projects

The following criteria could be used to assess the rhetorical and communicative competence of several of the assignments for the course, but it would be advisable to tailor them to specific assignments, as some assignments will require more specific criteria concerning the visuals employed.

Purpose: How well does the document fulfill its rhetorical purpose, as defined by the assignment and during the prewriting stages?

Audience Adaptation: Overall, how well does the writer adapt the content, organization, and style to the specific needs of the audience, as defined during prewriting stages?

Organization: use of forecast statements, paragraph cohesion, effective topic and concluding sentences, transitional phrases

Style: sociolinguistic appropriateness of tone, variety of sentence structures

Grammar/Mechanics: correctness, clarity, conciseness, precision

This set of criteria is roughly based on what Penn State's Program in Writing and Rhetoric employs for many assignments, but there many different ways to phrase what these criteria entail.

Grammar Assessment

Pretests 1-5 will function as needs assessments, while Quizzes 1-5 will be graded evaluations of how well students have mastered the grammar objectives. As stated before, the Pretests will use mostly selected response (multiple choice) questions, in order to facilitate faster grading and data collection, and also to prevent confusing questions from harming students' grades.

In contrast, the graded Quizzes will be composed of short constructed response questions, such as fill-in and short answer questions, because it would be fairer to base students' grades on the actual production of language, since selected response questions offer challenges, such as logical elimination strategies, not essential to producing grammatically correct syntax.

Appendix: 3 Lesson Plans for Week 1

Below is a sample lesson plan template that could be used and modified for Advanced ESL Technical Writing, and the following pages are sample lesson plans for the first three class periods (Week 1). The lesson plans assume that the class will meet three times per week for 60 minutes each class.

Course: Advanced ESL Technical Writing			Week:	Day:
Objectives for the Week				
Rhetoric Objectives:				
Cultural Awareness Objectives:				
Grammar Objectives:				
Today's Objectives: What will students be able to do as a result of this lesson?				
1.				
2.				
3.				
Pedagogical Strategies				
1. How will I make connections to prior knowledge and to students' lives and cultures?				
2. How will I know if students understand the concepts in today's lesson?				
3. What will be most difficult for my students and for me?				
4. How will I emphasize students' competencies that they bring into the classroom?				
Class Activities: Week __ Day __				
Time	Tasks	Materials Needed		
Min				

Lesson Plan: Advanced ESL Technical Writing

Week: 1

Day: 1

Objectives for the Week

Rhetoric Objectives: Controlling tone in personal written communications

Cultural Awareness Objectives: Conventions and formats for memos and emails

Grammar Objectives: Modals, Independent and Dependent Clauses

Other: Introduce Course, Needs Assessment

Today's Objectives: What will students be able to do as a result of this lesson?

1. They will understand the course goals and objectives, and how we will meet them.
2. Students' will build each other's confidence about the competencies they bring to class.
3. Students will complete questionnaires.

Pedagogical Strategies

1. How will I make connections to prior knowledge and to students' lives and cultures?

In the course introduction, I will ask students about kinds of writing experiences they have.

2. How will I know if students understand the concepts in today's lesson?

I will ask if they have any questions about the syllabus.

3. What will be most difficult for my students and for me?

Understanding/ explaining the syllabus

4. How will I emphasize students' competencies that they bring into the classroom?

I will have them do mock interviews with their neighbors to find out what skills each student has.

Homework to be Assigned: Read Chapter 1 of *Technical Communication*

How will homework support the objectives this week? Reading will help with Project 1.

Class Activities: Week 1 Day 1

Time	Tasks	Materials Needed
20 Min	Introduce myself and the course	Copies of Course Syllabus
10 Min	Small group confidence builder Mock Interview. (Put questions on board) What skills do you have? What is your best quality? What are some of your weaknesses that you would like to work on? What are some of your accomplishments?	Chalkboard

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20 Min	Then have students introduce their partners to the class and share what skills they have	
10 Min	Have students complete the questionnaire (needs assessment)	Questionnaires
	End with a short preview of next class	

Sample Questionnaire for Day 1

Full Name _____ Preferred Name _____

Email Address: _____

1. Circle one option: Undergraduate student or Graduate student?
2. How many years have you studied English? _____
3. Where have you studied English? _____
4. How many years have you used Microsoft Word? _____
5. How comfortable are with Microsoft Word formatting features? _____
6. What are you hoping to learn in this course? _____

7. What areas of English writing would you like to improve upon? _____

8. Is there anything else you would like to share with me? _____

9. Do you have any questions about the course structure and the syllabus?

Lesson Plan: Advanced ESL Technical Writing

Week: 1

Day: 2

Objectives for the Week

- Rhetoric Objectives: Controlling tone in personal written communications
- Cultural Awareness Objectives: Conventions and formats for memos and emails
- Grammar Objectives: Modals, Independent and Dependent Clauses
- Other: Introduce Course, Needs Assessment

Today’s Objectives: What will students be able to do as a result of this lesson?

1. Students will understand Project 1.
2. Students will write a diagnostic essay about their skills, experience, and needs.
3. Students will become more aware of how tone expresses respect or politeness.

Pedagogical Strategies

1. How will I make connections to prior knowledge and to students’ lives and cultures?
I will ask students how they show respect in their native languages.
2. How will I know if students understand the concepts in today’s lesson?
As open ended questions about sample emails displayed on the board.
3. What will be most difficult for my students and for me?
Connotations in the English language that require context
4. How will I emphasize students’ competencies that they bring into the classroom?
Ask about prior experience with asking requests politely

Homework to be Assigned: Read Chapter 14 of *Technical Communication*

How will homework support the objectives this week? Chapter covers how to make emails, memos, and letters.

Class Activities: Week 1 Day 2

Time	Tasks	Materials Needed
10 Min	Introduce Project 1	Copies of assignment sheet
30 Min	Diagnostic Essay: Discuss your skills, academic interests, and how you would like to grow as a writer.	Copies of essay prompt
20 Min	Discussion of tone. Begin by asking student to think about how they would express respect in their native language. Are there special phrases or words used to show respect? How are they similar or different to English phrases that show respect? Show examples of rude emails, and show how the word choice and grammar creates a negative tone. ***At end, remind them to read Ch. 14, and give preview of next class.	PowerPoint with examples of emails with negative tones.

Objectives for the Week

Rhetoric Objectives: Controlling tone in personal written communications

Cultural Awareness Objectives: Conventions and formats for memos and emails

Grammar Objectives: Modals, Independent and Dependent Clauses

Other: Introduce Course, Needs Assessment

Today's Objectives: What will students be able to do as a result of this lesson?

1. Students will understand how to format emails and memos.
2. Students will understand conventions for being polite in emails and memos.
3. Students will be assessed, and then be able to use modals for making requests politely.
4. Student will understand Independent and Dependent Clauses, and be able to punctuate them properly when writing emails and letters.

Pedagogical Strategies

1. How will I make connections to prior knowledge and to students' lives and cultures?
Continue to ask students about how they use phrases in their native language to express politeness, as well as formality.

2. How will I know if students understand the concepts in today's lesson?
I can have them write a short email to me, a hypothetical request for something.

3. What will be most difficult for my students and for me?
Understanding how to sound respectful but not like a doormat. Also, this may be a lot of grammar content to cover, but we will review it more the following week. There will be many handouts to produce and copy ahead of time.

4. How will I emphasize students' competencies that they bring into the classroom?
Affirm that all of them are respectful and know how to communicate respectfully.

Homework to be Assigned: Do pre-writing worksheet for Project 1. Study grammar for quiz at the end of the next week.

How will homework support the objectives this week?

It will get them thinking about what they would like to write about in Project 1.

Class Activities: Week 1 Day 3

Time	Tasks	Materials Needed
20 Min	Review concepts from Chapter 14 Have students write practice emails asking me hypothetical requests me.	PowerPoint on Chapter 14 (available from publisher but modifications should be made.)
10 Min	Pre-test 1 (On Modals, and Independent and Dependent Clauses and how to punctuate them)	Copies of Pre-test
25 Min	Teach about Modals and Independent and Dependent Clauses Have students work on worksheets in groups.	PowerPoint and Worksheets on Modals and Independent and Dependent Clauses
5 Min	At end, introduce homework assignment to complete the pre-writing worksheet. Review the purpose of Project 1. Also, remind students to study the grammar for the quiz at the end of the next week.	Pre-writing worksheet for Project 1: Memo

Bibliography: Research Sources and Images

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Image Sources

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