

**TSL 6172 (IE97)TSL II: Materials for Special Purposes  
Genre-Based Approaches to TESL**

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**T 2-4 (8:30-11:30)**  
**230 Classroom Building (CBD)**  
**Office Hours: M 1-2; T 1-2:30**

**Course Description:**

In this course, we will examine different theoretical approaches to the concept of genre and how it has informed approaches to second language teaching. These approaches have largely emerged in response to writing instruction, but the idea of spoken genres has become increasingly visible in the literature. Through analyzing the historical, socio-rhetorical, and textual dimensions of various genres in different academic or professional settings, we will develop an eclectic understanding of genre to enhance our future professional research interests and instructional practices. We will also identify how genre is instantiated in our own academic and personal lives in order to grow as writers, communicators, teachers, and researchers.

**Readings:**

All assigned journal articles and book chapters are available on Sakai under Resources→Readings. Readings are identified by author(s) and date of publication. All readings can be accessed through the UF library should you have any problems.

Book chapters from Bawarshi and Reiff (2010) can be downloaded from the WAC Clearinghouse webpage (<http://wac.colostate.edu/index.cfm>). You can get there from here.

Book chapters from Johns, A. (2002). *Genre in the Language Classroom: Multiple Perspectives*. Lawrence Erlbaum.

E book available at UF library website:

<http://web.ebscohost.com/ehost/detail?sid=69cfe6f3-7142-4cda-84f1-1cc92edcc2a6%40sessionmgr115&vid=1&hid=122&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=66168>

\*\*McCarthy, M. (1998). *Spoken Language and Applied Linguistics*. Cambridge: CUP. Used versions are available on Amazon for as low as \$13.02.

## Course requirements:

- 1) EVERYCLASS Assignments: online postings and class participation 15**

As graduate students, you are expected to read all assigned readings carefully and to participate regularly and respectfully in class discussions. Your participation **should** show evidence of your careful reading. In other words, you should justify your contributions with reference to readings when appropriate, not only your prior understandings or experiences. I advise you to read assignments more than once if possible and to take notes. Reading and underlining is most likely not a winning strategy. On some occasions, I will ask you to post responses to readings on line. And almost every class we will undertake some kind of activity, such as genre analysis or data analysis. I believe that engaging in goal-directed, concrete activity is a powerful way to learn abstract concepts.
- 2) Article Presentation/Critical Point 25**

There are 5 articles available for presentation. This will be done with a partner or two (depending on enrollment). You can choose/negotiate the article you will present. Guidelines will be provided. This is another kind of goal-direct activity that should help you co-construct your understandings of course content.
- 3) Genre Analysis 20**

After doing some analysis in class together, you will choose several texts representing a particular genre and will do an analysis of each text individually and then a cross-case comparison. Be wise in your selection—choose what interests you. What constitutes a text is wide open.
- 4) Instructional Activities based on Genre Analysis 10**

On the basis of your genre analysis, you will design a 3 hour sequence of instructional activities. Have fun.
- 5) Final Project: Literature Review OR Curriculum Unit 30**

Each of you has different goals and motives for being in this course. As a result, you will have a choice do to either a literature review or a curriculum unit as a final project. Further instructions will be given. Please note that a “draft” will be due in early April to ensure that you’re not waiting until the last minute and to get feedback from your classmates and me. Draft means some kind of work in progress—length not stipulated. The final project is due May 2<sup>nd</sup>.

Course Grade based on Total Points (100) -- I try to make my criteria transparent.

A 100-95	C+77.9-75
A- 94.9-91	C 74.9-70
B+ 90.9-87	C- 69.9-66
B 86.9-82	D 65.9-60
B- 81.9-78	E 59.9-0

For information on current UF grading policies for assigning grade points, please go to:  
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**Policy on Academic Integrity:** The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>

It has been my experience that students plagiarize at times and do not even know it. The concept of plagiarism is not always clear to students. This is why I like to see drafts. If you are inadvertently plagiarizing, we can use this as a growth point.

**Disability Access Statement:** The University of Florida is in compliance with the provisions of **Americans with Disabilities Act**. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students who believe they may qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php> (001 Building 0020 (Reid Hall); 392-8565). If you anticipate needing special accommodations as a result of a disability, please see me as soon as possible

**Examination Policy:** There are no exams in this course.

**Good Reference site FYI:**

Genre: <http://sites.google.com/site/josephjlee1/genre-analysis>  
<http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/current/ELWS/Genre.pdf>  
<http://isuwriting.files.wordpress.com/2011/11/genre-studies-bibliography.pdf>

***6172 (Spring 2013) Tentative Weekly Plan***

*The information in this plan is subject to change. I will notify you in advance of any changes.*

<i>Dates</i>		<i>Topics</i>	<i>Readings and Assignments</i>
01/08		<i>Introduction to the course</i>	<i>Syllabus and Assignment Sheets posted on D2L; in class writing</i>
01/15		Genre theories—an overview of genre/genre analysis in three traditions	Bawarshi Reiff (2010) CH 3, 4; <a href="http://wac.colostate.edu/index.cfm">http://wac.colostate.edu/index.cfm</a>  Martin (2009) Paltridge (1995)  In class genre analysis activity
01/22		Genre theories	Bawarshi & Reiff (2010)CH 5, 6; ( <a href="http://wac.colostate.edu/index.cfm">http://wac.colostate.edu/index.cfm</a> ) Berkenkotter & Huckin;  In class genre analysis activity
01/29		Should we accept the “three traditions” of genre?	Derewianka (2003); Flowerdew (2010); Freadman (2012); <b><i>Swales (2012) Discussion led by</i></b>
02/05			Swales & Lindemann (2002 ) In Johns (2002) see below ESP <b><i>Hyland (1997) Discussion led by</i></b>  Macken-Horarik (2002) in Johns (2002) see below. Sydney School <b><i>Mohan &amp; Slater (2006) Discussion led by</i></b>
02/12		Genre-based approaches to teaching	Bawarshi & Reiff (2010)CH 10; ( <a href="http://wac.colostate.edu/index.cfm">http://wac.colostate.edu/index.cfm</a> )  Dewitt (2009); Hyland (2007); Ferreira & Lantolf (2008); Thorne, Reinhardt, & Golombek (2008); Teaching Learning Cycle PPT;  Optional: For teaching learning cycle watch <a href="http://www.youtube.com/watch?v=kq2tr1ELNmw">http://www.youtube.com/watch?v=kq2tr1ELNmw</a>  Under Resources, you will find several examples of genre based

			curriculum that I developed.
02/19		Spoken language and genre	McCarthy Chapters 1-3; Critchley <b>GENRE ANALYSIS DUE</b>
02/26		Lexical choices and genre	McCarthy 6, 7; Thornbury & Slade, Ch 2 <i>Simpson &amp; Mendis (2003)</i> <i>Discussion by</i>
03/05		Spring Break	
03/12		Grammatical choices and genre	McCarthy Ch 4, 5, 8; Thornbury & Slade Ch 5 <i>Carter &amp; McCarthy (1999)</i> <i>Discussion by</i> <b>INSTRUCTIONAL ACTIVITY DUE</b>
03/19		AAAL	
04/02		Speech genres TBA	Readings TBA
04/09		How do students interact with genre approaches?	Cheng (2006) Swami (2008) Hyon (2001) Cheng (2011)  <b>FINAL PROJECT DRAFT DUE</b>
04/16		How do genre and corpus based approaches interact?	Flowerdew (2005) Lee & Swales (2006) Upton & Connor (2001)
04/23		Presentations of Final Projects	

**FINAL PROJECTS DUE MAY 2<sup>ND</sup>**

**Johns (2002)**

<http://web.ebscohost.com/ehost/detail?sid=69cfe6f3-7142-4cda-84f1-1cc92edcc2a6%40sessionmgr115&vid=1&hid=122&bdata=JnNpdGU9ZWwhvc3QtbG12ZQ%3d%3d#db=nlebk&AN=66168>

