

English for Specific Purposes – EDUC 590
Summer Session 1, 2010

Meeting times	5/25, 6/1, and 6/22, 1:00 – 4:30 pm
Meeting location	WPH 202
Instructor	Donna M. Brinton
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Blackboard	https://blackboard.usc.edu/

Description

This course presents a survey of the field of English for specific purposes. It includes discussion of the various subfields of the discipline (e.g., EAP, EBE, EST, EVP) along with clarification of ESP's key principles (e.g., needs/genre analysis, learner needs vs. wants, learner-centered curricula). It is designed for students who wish to learn how to design ESP courses and programs in areas of specialization such as hotel management, medical or legal English, civil engineering, etc. Included in the course are guidelines for developing specific purposes curricula and assessing learners enrolled in ESP courses.

Course objectives

By the end of this course students should have a clear understanding of:

1. the distinction between English for general purposes (EGP) and English for specific purposes(ESP);
2. the various sub-disciplines of ESP;
3. the factors leading to the emergence of ESP on the ELT scene and the theoretical and practical forces that have shaped its development;
4. the various ways in which needs and genre analysis shape the ESP syllabus;
5. the process of evaluating and adapting authentic materials (including web-based sources) for use in ESP courses; and finally
6. assessment procedures that assist ESP practitioners in evaluating their course and their learners' achievements.

Problems of Practice

This course addresses the following problems of practice:

1. inability to define the field of English for Specific Purposes and provide its key characteristics
2. lack of familiarity with its history and scope
3. difficulty identifying and differentiating the various subfields of ESP such as EOP, EVP, EBE, etc.
4. inability to effectively link theoretical knowledge about ESP to classroom practice
5. insufficient thought given to theory and pedagogy when executing ESP lessons
6. insufficient thought given to curriculum design principles when designing ESP courses

Course Requirements

Students will be evaluated on the basis of their attendance, participation (both in the course and via the Blackboard course website), processing of the lecture and reading materials (as evidence in their blog entries), and performance on the final course projects.

Submission of Assignments

All course assignments must be completed and submitted by the deadlines specified. An extension or a grade of incomplete (IN) is granted only in cases of documented medical problems or family emergencies and must be requested in writing prior to the end of semester.

Grading Breakdown

The course is graded on a credit/no credit basis. The following percentages will be used to calculate the final grade: participation (10%), blog postings (20%), group presentation of a sub-branch of ESP (35%), and individual annotation of web resources (35%).

Evaluation Criteria

All written work is evaluated using the rubric below:

Rubric for Written Work			
A	B	C	D
<ul style="list-style-type: none"> ▪ All parts of assignment or presentation are done completely, showing evidence of depth of thought, preparation, organization and clarity. ▪ Presentation or assignment shows knowledge of pertinent literature or information, and integrates this and class work in an original manner. ▪ Assignments done in collaboration recognize the contribution of each member. 	<ul style="list-style-type: none"> ▪ All parts of assignment or presentation are done completely; however, depth of thought, preparation, organization and/or clarity could be improved. ▪ Individual parts lack some degree of connection to literature, pertinent information or class work. ▪ Assignments done in collaboration lack an equal contribution from each group member. 	<ul style="list-style-type: none"> ▪ Assignment is not complete, and/or shows considerable lack of depth, clarity preparation or organization. ▪ Does not integrate literature, pertinent information or class work in a comprehensive way. ▪ Assignments done in collaboration significantly neglect the contribution to the presentation. 	<ul style="list-style-type: none"> ▪ Assignment does not approximate criteria. ▪ Needs to redo the assignment. ▪ Should conference with professor before engaging in rewrite.

COURSE OVERVIEW

Date	Topics	Readings
5/25	Course introduction Introduction Approach Issues in ESP course design Language Language systems Language uses Combining language descriptions	Baskturkmen, pp. 1-30 Baskturkmen, pp. 31-84
6/1	Learning Conditions for learning Processes of learning Teaching Methodologies Objectives in teaching ESP	Baskturkmen, pp. 85-113 Baskturkmen, pp. 114-148
<i>Project #1: Student presentations (Group 1)</i>		
6/22	Synthesis	Baskturkmen, pp. 149-165
<i>Project #1: Student presentations (Group 2)</i>		
6/25	<i>Project #2: Annotation of resources due</i>	

Course projects

- 1) **Blog entry:** Following each class session, students will post to the course blog and respond to two other course participants' blog entries. Entries should be thought-provoking and draw directly from the course readings/discussions. They should demonstrate a deep understanding of the course content.
- 2) **Project #1:** This is a **group project**. Groups should consist of no more than 3 students. Students will select one of the sub-branches of ESP and prepare a 20-25 minute PowerPoint presentation summarizing the issues involved. The presentation should draw on Baskturkmen as well as the other recommended course texts listed below, the *ESP Journal*, and the course links posted to our Blackboard course site. Due 6/1 (Group 1) or 6/22 (Group 2), respectively. Some possible topics:
 - a. English for Medical Purposes
 - b. English for Legal Purposes
 - c. English for General Academic Purposes
 - d. English for Vocational/Occupational Purposes
 - e. English for Social Work
 - f. English for Science and Technology
 - g. Etc.

- 3) Project #2: This is an individual project. Students will select 5 ESP resources (e.g., course texts, web resources) and prepare a critical annotation of these resources. Each entry should consist of no more than 100 words for a sum total of 500 words. Students are welcome to explore the course links and include these in their critical annotation. Due Friday, 6/25.

Course texts

- Baskurturkmen, H. (2006). *Ideas and options in English for specific purposes*. Mahwah, NJ: Lawrence Erlbaum. [required]
- Hutchison, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press. [recommended]
- Master, P., & Brinton, D. M. (Eds.). (1998). *New ways in English for specific purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages. [recommended]

Other recommended reading

- Belcher, D., & Braine, G. (1995). *Academic writing in a second language: Essays on research and pedagogy*. Norwood, NJ: Ablex.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.
- Bishop, W., & Ostrom, H. (Eds.). (1997). *Genre and writing: Issues, arguments, alternatives*. Portsmouth, NH: Boynton/Cook-Heinemann.
- Byrd, P. (1995). *Materials writer's guide*. New York: Heinle & Heinle.
- Donna, S. (2001). *Teach business English*. Cambridge: Cambridge University Press.
- Douglas, D. (2000). *Assessing language for specific purposes*. New York: Cambridge University Press.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Ellis, M., & Johnson, C. (1994). *Teaching business English*. Oxford: Oxford University Press.
- Emmerson, P. (2005). *Five-minute activities for business English*. New York: Cambridge University Press.
- Flowerdew, J., & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.
- Hall, D. R., & Hewings, A. (Eds.). (2001). *Innovation in English language teaching: A reader*. New York: Routledge.
- Harding, K. (2007). *English for specific purposes*. Oxford: Oxford University Press.
- Huckin, T. N. (1991). *Technical writing and professional communication: For nonnative speakers of English*. New York: McGraw Hill.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor: University of Michigan Press.

- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York: Routledge.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Long, M. H. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge: Cambridge University Press.
- Master, P. (2000). *Responses to English for specific purposes*. Washington, DC: Office of English Language Programs, U.S. Department of State.
- Orr, T. (2002). *English for specific purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Richards. (1976). *Teaching English for science and technology*. Singapore: Singapore University Press.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. New York: Prentice Hall.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M., & Feak, C. B. (2000). *English in today's world: A writing guide*. Ann Arbor: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor: University of Michigan Press.
- Trimble, L. (1985). *English for science and technology: A discourse approach*. Cambridge: Cambridge University Press.