

“BIGGER THAN THE SYLLABUS”: EXPLORING SECOND LANGUAGE WRITING
INSTRUCTORS’ CURRICULUM KNOWLEDGE

by

Lauren Harvey

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LIST OF ABBREVIATIONS

EAL	English as an Additional Language
EAP	English for Academic Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
FYC	First-Year Composition
IEP	Intensive English Program
SLW	Second Language Writing
TESOL	Teaching English to Speakers of Other Languages
WP	Writing Program

ABSTRACT

The discipline of curriculum studies has long understood curriculum to be more than just the official documents and materials created by experts. The reality of curriculum is much richer than that, taking into account what is intended, enacted, experienced, learned and more by numerous stakeholders, including both teachers and students (Ben-Peretz, 1990; Breault and Marshall, 2010; Schubert, 2008). It is also important to consider instructors' curriculum knowledge, or what they know about curriculum as viewed through these broader and more nuanced lenses. This study explores second language writing (SLW) instructors' curriculum knowledge, both in general and in relation to the specific curriculum in the writing program at a large public university where they teach. Through this situated qualitative inquiry, survey and interview data were collected and analyzed to explore themes related to curricular influences and venues (Lerner, 2019; Schubert, 2008). Five individual instructor case studies are explored in more depth, leading to insights regarding their curriculum knowledge. Findings indicate that these instructors' curriculum knowledge is fluid and ever-evolving and is often related to their own experiences as both students and teachers. The participants also identified a perceived disconnect between the program-level intended curriculum and their classroom-level enacted curriculum. These findings demonstrate a need for more attention to teachers' curriculum knowledge and literacy (Ben-Peretz, 1990; Shulman and Shulman, 2004) in university-level SLW teacher preparation programs, as well as a broader understanding of curriculum in university writing programs, more generally.

CHAPTER ONE: LACKING DEFINITION, BUT NOT UNDERSTANDING

This is not a traditional research-based dissertation. It is not a simple relaying of methods, results, and discussion. Instead, it is an attempt to find some sense of order in the messiness that is the concept of curriculum, and specifically how second language writing (SLW) instructors create and express curriculum knowledge. To get to this point has been a long and winding journey. Upon starting my PhD program, I was intent on continuing my work in Panama, where I served as a Peace Corps volunteer, looking at how teachers adapt the national English curriculum to fit the needs of their students. Having seen first hand how out of touch that national curriculum was, I had also seen how the English teachers struggled to reach their students while still following that curriculum due to fears regarding employment. While I was studying at a US university, I noticed similar struggles amongst teachers of SLW in the writing program. As my interest in SLW grew, I decided to shift my focus from Panamanian English teachers to SLW instructors at a university writing program, but still looking at how they adapt the curriculum they are given depending on context.

Context is still an important part of this dissertation, but I noticed throughout the research process that something interesting was happening with how the SLW instructors talked about curriculum. They seemed to have different conceptualizations of curriculum depending on whether they were explicitly responding to a question asking them to define curriculum versus implicitly talking about curriculum through discussions of their own teaching experiences. Thus, my focus for this dissertation shifted slightly and I decided to focus on the different ways SLW instructors express their curriculum knowledge and what is contained within that knowledge.

This first chapter will mirror my own discovery and construction of curriculum knowledge, first looking at how “curriculum” has been defined over the years, how I am defining

it for this dissertation, how it has been explored in the relevant fields that intersect to create the field of SLW, and ending with an exploration of different curricular venues—the framework I will be using to categorize different forms of curriculum knowledge and experiences. The study of curriculum across disciplines is complicated and has been evolving for decades. Thus, the literature presented here is limited to the most relevant to the current study.

Defining Curriculum

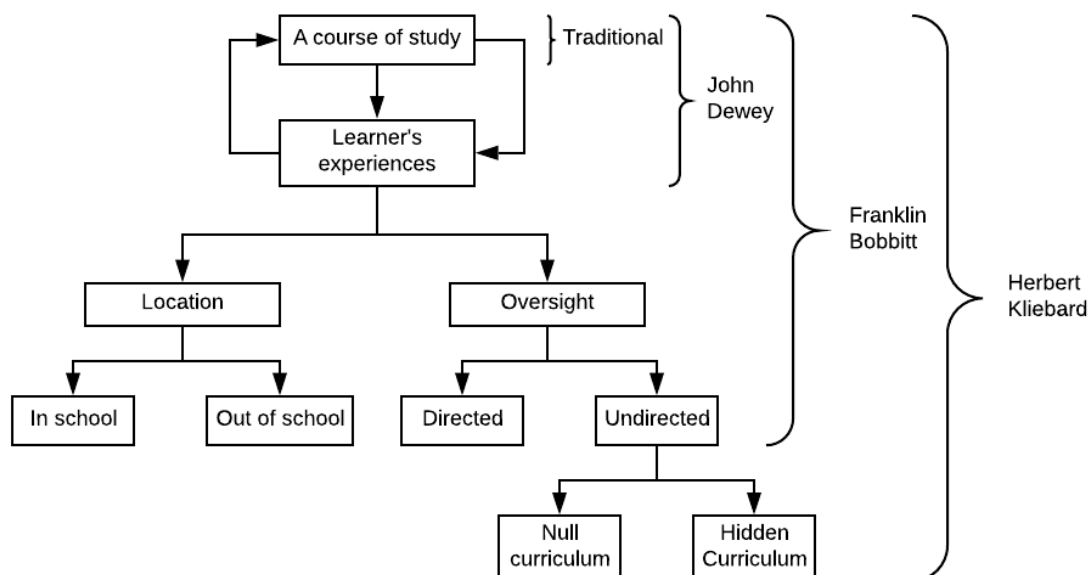
If I had asked myself to define “curriculum” 10 years ago, I would have given a very narrow but common answer: it’s what students learn in school and in what order. My previous understanding of curriculum aligns with the traditional, early definitions of curriculum as simply a course of study (Breault & Marshall, 2010), but the field of curriculum studies has been evolving and changing since before it was even called ‘curriculum studies’ (Schubert, 2010a). It was first an emerging field, begun at the dawn of the 20th century, eventually dubbed ‘curriculum development’ in the 1930s. Then, in the middle of the 20th century a shift occurred that moved the exploration of curricula beyond the traditional focus of schools. This is when the term “curriculum studies” emerged as a more appropriate representation of the goals of the field, looking at all aspects of curriculum, not just its development. By moving beyond the confines of schools and those who run them, the field has attempted to break free from being subservient to those creating and promoting top-down policy (Schubert, 2010a, p. 229). Schubert best sums up where the field is today: “Curriculum studies is an area that staunchly advocates asking the most difficult questions about what human beings and their society are and should become and simultaneously realizes that answers to such questions can at best be partial” (2010a, p. 230). In other words, curriculum studies attempts to comprehend how societies determine what is

important to teach and learn and why one topic may be valued over another, all while recognizing that the context in which these investigations take place will inevitably influence the response to these questions. The creation and implementation of curriculum is not impartial or objective, so the study of it cannot be impartial or objective either.

As the field has grown and become more nuanced in its interpretations of its goals, one of the prominent evolutions has been in how the term “curriculum” itself has been defined. Moving beyond the traditional definition of curriculum as “a course of study”, early curriculum development/studies theorists and researchers such as John Dewey, Franklin Bobbitt, and Herbert Kliebard have expanded on this notion to include a learner’s experiences, the location in which the curriculum is being enacted, what sort of oversight there is in terms of this enactment, and the different venues of curriculum (see below for more information on curriculum venues) (see Figure 1.1 for overview of these theorists evolving definitions) (Breault & Marshall, 2010, p. 179).

Figure 1.1

Definitions of “curriculum” (Adapted from Breault & Marshall (2010))



This evolution and expansion of the term *curriculum* is what makes identifying one central definition difficult: it just doesn't exist. Some still stay towards the more traditional end of the spectrum: "A curriculum is a series of activities in which students engage with subject matter" (Thornton, 2010, p. 199). Others move away from restrictive notions of curriculum, with one of the broadest and most inclusive definitions coming from Nieto et al. (2008):

We view curriculum as including not only texts, but also other instructional materials, programs, projects, physical environments for learning, interactions among teachers and students, and all the intended and unintended messages about expectations, hopes, and dreams that students, their communities, and schools have about student learning and the very purpose of schools. (p. 176)

This definition expands traditional notions of curricula to include influences beyond official, prescribed textual materials. For Nieto et al., curriculum includes the surroundings in which learning and teaching takes place and all the intended and unintended consequences that are created and transmitted in those surroundings.

In my own experiences, my understanding of curriculum has evolved as my experiences in education have grown. As a student, I probably would not have been able to articulate my understanding of curriculum as such. When I was reintroduced to curriculum as a Peace Corps volunteer in Panama, my definition became aligned with how the term was used in that context: as an educational plan that included what content was to be taught when, with some suggestions of how to teach the content. As I began teaching writing at the university level, I was not immediately made aware of what role curriculum played in that context. Initially, I didn't even consider it, as this teaching was merely a way to fund my master's degree. As I began teaching

second language writers in that context and learning more about second language writing in general, however, I soon began to question my understanding of curriculum and noticed it changing and evolving as I changed and evolved as a teacher and student.

As mentioned above, upon starting my PhD program, I was still intent on researching the Panamanian context and thus my exploration of the world of curriculum began by reading literature related to that context. This initial exploration, however, allowed me to see the similarities between the Panamanian context and my current context in university-level SLW. Much of the literature I read regarding curriculum design and enactment in English learning and teaching contexts resonated with my experiences teaching writing in English to students for whom English was not their dominant language. This makes sense as one of the fields that informs SLW is TESOL. My interests still centered on how teachers interact with the curriculum, and so I shifted my focus to SLW in university settings and began to explore the literature that discussed this and related contexts.

This led me to Lerner's (2019) book on curriculum in university first year composition (FYC). Lerner cites Nieto et al.'s (2008) definition of curriculum (see above), and summarizes it thus: "Curriculum consists of the complex relationship between subjects of study, learning environments, and learners' and teachers' histories, motivations, and aspirations, among other factors" (p. 19). This definition resonated with my own experiences across a variety of contexts. The emphasis on the relationship between what is traditionally defined as curriculum ("subjects of learning") and other factors that influence the design, enactment, and reception of curriculum allows for the needed nuance for attempting to answer Schubert's (2008) difficult questions (see above), while also providing a balance between the abstract and concrete that allows for a systematic and useful inspection of curricula across contexts. This balance is further described

below in the context of curriculum venues. Lerner's (2019) definition is the definition of curriculum upon which this current study will rely.

But what do teachers actually know about curriculum? What definitions do they use? How would they describe their understanding of curriculum, if asked? These are the questions that this dissertation hopes to explore, specifically in the context of SLW in FYC. My own experiences with a changing and evolving understanding of curriculum has led me to wonder how my colleagues might answer these questions, and how their unique educational experiences, both as students and teachers, might influence their responses. As my own curricular journey continued, two key terms and concepts appeared in my review of relevant literature: curriculum knowledge and curriculum literacy.

Before moving on to a more in-depth discussion of curriculum knowledge and literacy, it is important to recognize and reflect upon what is often implied, but not stated explicitly, in many more modern definitions of curriculum, including those presented here: the influence of dominant ideologies on the determination of what knowledge is valued and thus "deserves" to be in a given curriculum. Michael Apple has provided a foundation for understanding the interactions of ideology and curriculum in his landmark book *Ideology and Curriculum* (2019) (originally published in 1979, it is now on its fourth edition). He argues that the field of educational studies needs "to examine critically not just 'how a student acquires more knowledge' (the dominant question in our efficiency minded field), but 'why and how particular aspects of the collective culture are presented in school as objective, factual knowledge'" (p. 13). To move towards an understanding of the latter question, Apple proposes three additional questions that must be asked in order to "lay bare the political, social, ethical, and economic

interests and commitments that are uncritically accepted as ‘the way life really is’ in our day-to-day life as educators” (p. 13). Those questions are as follows:

- (1) how the basic day to day regularities of schools contribute to students learning these ideologies;
- (2) how the specific forms of curricular knowledge¹ both in the past and now reflect these configurations; and
- (3) how these ideologies are reflected in the fundamental perspectives educators themselves employ to order, guide, and give meaning to their own activity. (p. 13)

In the context of this dissertation, the last question is the most relevant. Apple explains the purpose of this last question: “The final query seeks to make educators more aware of the ideological and epistemological commitments they tacitly accept and promote by using certain models and traditions...in their own work” (p. 13). In other words, how does the theory and knowledge that informs educators’ decision-making process play into the production and reproduction of certain ideologies, either intentionally or unintentionally? How does the knowledge educators have about teaching and learning influence their planning, organizing, and enacting of lessons? Circling back to our discussion of curriculum, how does an educator’s understanding of curriculum, both the concept and the actual curricula they interact with, and all of the ideologies represented in those curricula influence their teaching? By asking these questions, we begin to unravel the “complex relationships between subjects of study, learning environments, and learners’ and teachers’ histories, motivations, and aspirations, among other factors” that Lerner (2019) highlights as the heart of curriculum (p. 19).

¹ Apple uses the term “curricular knowledge” to reference the content of the curriculum and what is included or excluded. This is different from the term “curriculum knowledge”, which this dissertation will define below. Here, question 3 actually aligns more closely with how this dissertation will discuss curriculum knowledge.

Curriculum Knowledge and Curriculum Literacy

Through my own experiences and interest in curriculum, I have a more in-depth and intricate understanding of curriculum than most educators. In my own teaching, this understanding has allowed me to more closely interact with the curriculum, and also better understand how curriculum in all of its facets and venues (see below) interacts to create that which is taught and learned in my classroom. As I was contemplating the direction of this dissertation, I originally wanted to focus on how SLW instructors adapt a curriculum for their individual classroom contexts. When I started formulating the research questions and thinking through the research processes, I realized that there was a step missing between talking about curriculum and then how instructors adapt it: how those instructors actually define and understand curriculum. Without investigating what these instructors included and excluded from their definitions of curriculum and how they actually understood and conceptualized curriculum, any inquiries regarding how they adapted a curriculum would not be useful. How could I draw any conclusions on how they adapted a curriculum if I did not know how they were defining curriculum? And how would that variety of definitions and understandings influence that adaptation? I thus reframed my research to focus on the curriculum knowledge of these SLW instructors.

The previous section represents an overview of how curriculum has been and is understood in the field of curriculum studies. But what do actual teachers who may not be as immersed in this disciplinary literature know about curriculum? And what do they know about how to actually enact a given curriculum? These questions relate to the concepts of curriculum knowledge and curriculum literacy, respectively. These two concepts are inherently connected.

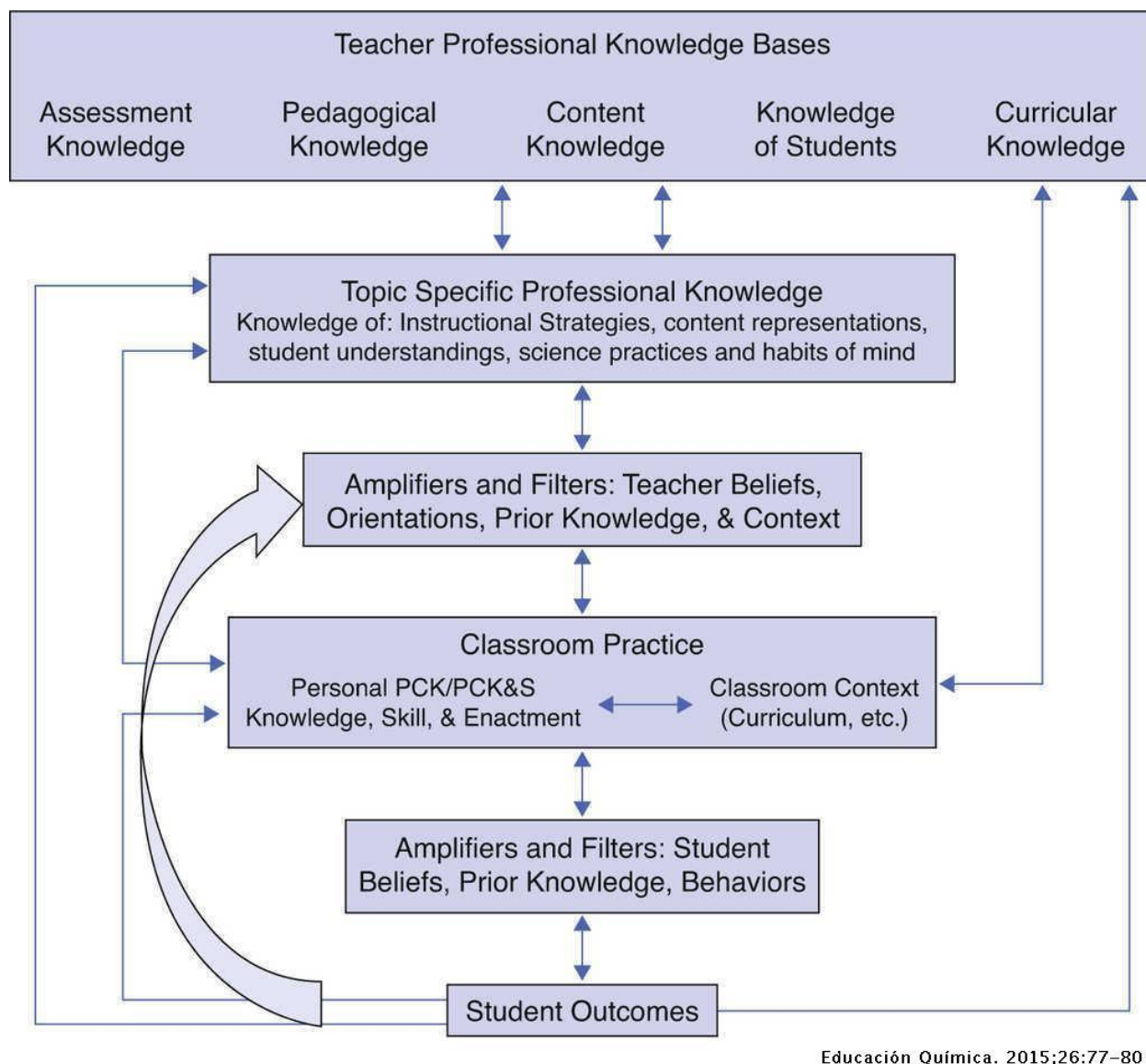
Curriculum knowledge relates to what an educator needs to know about curriculum in order to enact that curriculum (Bagherzadeh and Tajeddin, 2021). Curriculum literacy relates to the skills and processes associated with that enactment (Ben-Peretz, 1990). This dissertation will focus on curriculum knowledge, but by focusing on this one area, implications can be drawn for teachers' curriculum literacy. Thus, it is important to explore both concepts before moving on.

Curriculum Knowledge

The term “curriculum knowledge” is most often used in relation to the concept of pedagogical content knowledge (PCK). PCK “represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction” (Shulman, 1987, p. 8). PCK is made up of several different forms of knowledge, but it depends on which model you are using (see Figure 1.2). Curriculum knowledge is one of the areas of knowledge that is often included in PCK.

Figure 1.2

Model of Pedagogical Content Knowledge (from Garritz, 2015)



Bagherzadeh and Tajeddin (2021) provide summaries of several of these views, stating that curriculum knowledge², according to these various researchers, includes:

² Bagherzadeh and Tajeddin (2021) use the term “curricular knowledge” to describe this area of PCK. Again, this dissertation will be using the term “curriculum knowledge” to refer to the same general concept.

1. “[T]eachers’ familiarity with arranging lessons in a way to improve students’ understanding, their awareness of types of assessment, and their skills for effective teaching,” (Carlson and Daehler, 2019 in Bagherzadeh and Tajeddin, 2021, p. 44)
2. “[T]eachers’ understanding of the objectives in the curriculum, their familiarity with the topics they teach, and their knowledge of students’ understanding to recognize the problems their students may encounter. [Şen, Öztekin, and Demirdöğen (2018)] consider curricular knowledge as teachers’ cognizance of specific curricular programs about the topic they teach,” (Şen, Öztekin, and Demirdöğen, 2018 in Bagherzadeh and Tajeddin, 2021, p. 44)
3. “Curricular knowledge targets teachers’ understanding of what the content and aims of the curriculum are, and what the learners at different levels are supposed to learn at different levels,” (Faisal, 2014 in Bagherzadeh and Tajeddin, 2021, p. 45)
4. “Curricular knowledge...includes teachers’ cognizance of available materials and their genres, of the connection between the curricula and contextual variations (i.e., of learners’ needs and culture), of the type and purpose of the text, and of the nature of the examination. [It also includes] the teachers’ ability to develop lesson plans and to critically evaluate and interpret textbooks and test results,” (Roberts, 1998 in Bagherzadeh and Tajeddin, 2021, p. 45).

Out of all of these definitions, only this last one starts to get at the more inclusive definition of curriculum proposed by curriculum studies scholars (and the definition that will be used in this dissertation). For the purposes of this dissertation, we’ll return to Lerner’s (2019) definition of curriculum and thus curriculum knowledge will refer to an educator’s comprehension and familiarity with “the complex relationship between subjects of study, learning environments, and

learners' and teachers' histories, motivations, and aspirations, among other factors" (p. 19).

Curriculum knowledge as described by the scholars cited in Bagherzadeh and Tajeddin (2021) is included within this broader definition. Curriculum knowledge, within the framework of PCK, has been explored in many disciplines, including TESOL (Bagherzadeh and Tajeddin, 2021; Freeman and Johnson, 1998; Konig et al., 2016); however, SLW and writing studies in general has not really been approached from this perspective (one notable exception being Worden-Chambers' work (publishing as Worden, 2018, 2019 and Worden-Chambers, 2020)). This dissertation hopes to add to this small area of research by focusing on and analyzing the curriculum knowledge of FYC SLW instructors. Understanding what these instructors know about curriculum is an essential (and often overlooked) part of the curriculum design process. As teachers play an essential role in translating curriculum into meaningful teaching moments, understanding what the teachers view as that curriculum is key in both curriculum design and teacher support offerings. More will be discussed below on how this dissertation will break down curriculum knowledge even further in order to operationalize the different ways educators understand and view curriculum (see section on curriculum venues).

Curriculum Literacy

Again, my own curriculum journey led me to a variety of research within which several ideas and concepts strongly resonated with me. In tandem with curriculum knowledge was curriculum literacy. Understanding curriculum knowledge is an important step of not just the curriculum design process, but also the process of helping educators develop curriculum literacy. Curriculum literacy is how teachers "translate their understanding of the subject and the curriculum into meaningful learning opportunities for students" (Johns Hopkins Institute for

Education Policy and Learning First, 2018, p. 16). Ben-Peretz (1990) discusses curriculum literacy in relation to curriculum materials, explaining first that “curriculum materials constitute an expression of education potential, of intended, as well as unintended, curricular uses which may be disclosed through deliberate interpretation efforts (Ben-Peretz, 1975)” (p. 45) (see Figure 1.3 for more detail about Ben-Peretz’s work). Curriculum literacy is then the ability to know how to successfully access and enact the curriculum potential in any given curricular artifact (Rudduck, 1987 in Ben-Peretz, 1990).

Figure 1.3

From Ben-Peretz (1990): an overview of the main themes of her book

-
1. Teachers fulfill a variety of functions regarding the creation and implementation of curriculum materials, their curriculum "texts."
 2. Teachers may be autonomous in their decisions about the appropriate use of curriculum materials.
 3. Curriculum materials are far richer in their potential than is envisaged by their developers, and offer teachers a wide array of possible uses.
 4. The interpretation of curriculum materials, which reveals their potential for classroom use, is a vital stage in teachers' lesson planning.
 5. The interpretation of curriculum materials allows teachers to express their individual approaches to teaching, as well as their responses to the needs of their specific classroom situation. The creative "reading" of curriculum materials, as well as their flexible use in classrooms, is conceived as "freeing teachers from the tyranny of the text."
 6. The interpretation of curriculum materials is a complex process which requires curriculum literacy. Interpretation may be guided by different frameworks and be carried out with the aid of various instruments.
 7. The realization of curriculum potential may serve to reduce the need for continuous external curriculum development because of teachers' greater involvement in the
-

transformation and reconstruction of existing materials to fit their individual approaches and the dynamics of their specific educational situations.

8. Defensible and flexible uses of curriculum materials by informed teachers may diminish some of their concerns relating to curriculum.

To sum it up: teachers are encouraged to see their major role in the partnership of curriculum development as that of informed and creative interpreters who are prepared to reflect on their curriculum and to reconstruct it. (pp. xiv-xv)

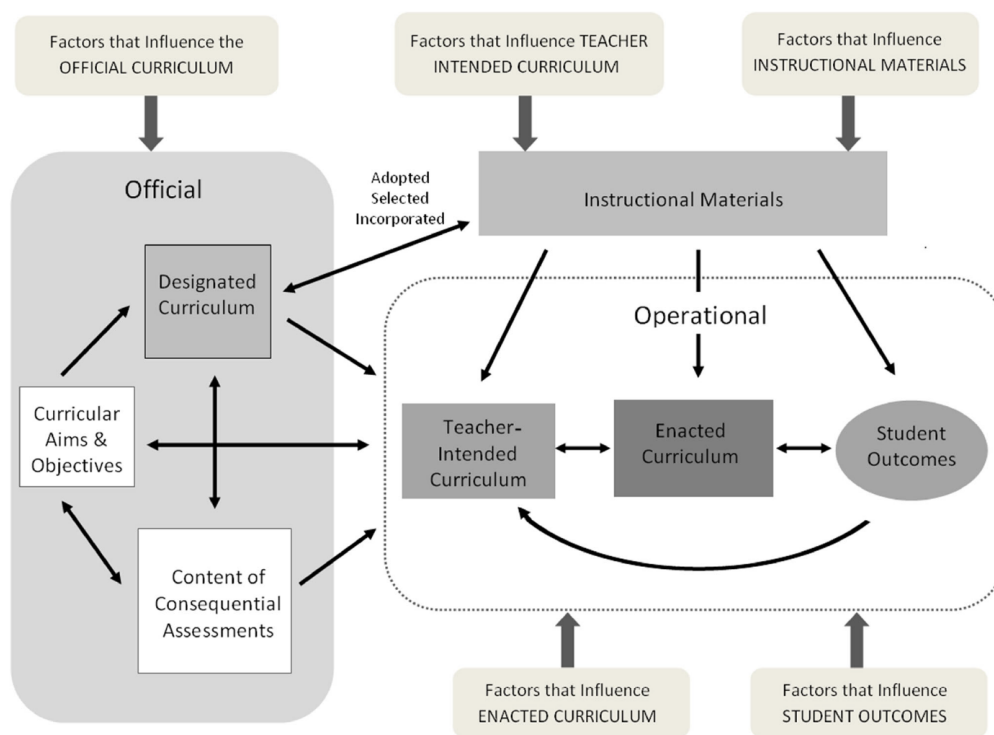
My own curriculum literacy developed through exploration and adaptation of curricular materials. It began initially with the national curriculum in Panama, where I worked with the teachers at my school on taking that curriculum and creating new, adapted materials that better fit the local context. My curriculum literacy development continued when I returned to the United States and taught in a university writing program. At the beginning, I relied heavily on curricular materials, such as textbooks, assignment prompts, and syllabi, to guide my teaching. As the semesters progressed and I learned more about the teaching of writing, especially SLW, I developed the skills to take materials I was given and adapt them or create new materials that still achieved the same learning outcomes. Through thoughtful planning (and a lot of trial and error), my curriculum literacy continued to develop. As with any literacy, there is no end to that development process. This dissertation, in a way, constitutes yet another step towards expanding my curriculum literacy.

Curriculum literacy is one way of looking at how teachers enact curricula, and related discussions often go beyond curricular materials and potential as described by Ben-Peretz (1990). Many studies in the field of mathematics education have explored related ideas, including an entire book on the subject edited by Remillard, Herbel-Eisenmann, and Lloyd (2008). Janine Remillard has published numerous articles and books on how mathematics

teachers interact and enact curricula (Drake & Remillard, 2019; Remillard, 1999; Remillard & Heck, 2014). Throughout the years, and with a variety of collaborators, Remillard has developed numerous frameworks to help understand how teachers take a common curriculum they are given and translate that for their individual classroom contexts; in other words, how they use their curriculum literacy. One example is Remillard and Heck (2014), where the authors draw on previous conceptual frameworks for understanding curriculum enactment to create an overarching framework that encompasses all the different stages throughout the process of curricular enactment and the materials that are provided or created along the way (see Figure 1.4).

Figure 1.4

Remillard and Heck's (2014) model of curriculum policy, design, and enactment system



Others have followed Remillard's lead and looked at mathematics teachers' curricular interactions. Eisenmann (2011), for example, looked at how two teachers enacted the same centralized mathematics curriculum in their classes and found that there were measurable differences in the enactment between the two teachers, but also that the teachers altered their enactment for different classes of students. Some in language teaching have also used Remillard's frameworks to explore language teachers' enactment of curricula (Li & Harfitt, 2017). By closely examining the complicated networks that make up the realities of curriculum design and enactment, as those proposed by Remillard, progress can be made in relation to how curriculum is designed, who has the power to design it, who has the power to revise it, how it is presented to those who will enact it, how it is enacted and beyond. Frameworks such as Remillard and Heck's (2014) should not just be used as tools to help design better teacher development, but should also be presented to teachers: those who will actually be using and enacting the curriculum. As the Ayers et al. (2008) quote above prompts, by demystifying the realities throughout the process of curriculum design and enactment, teachers can become more aware of the values and ideologies behind the curriculum they are meant to enact and can also make more informed decisions about what that enactment will actually look like. In SLW (and FYC in general), this is an important area to explore as it is often only through conscious reflection and awareness that we, as educators, administrators, and researchers, can reduce our reproduction of hegemonic ideologies.

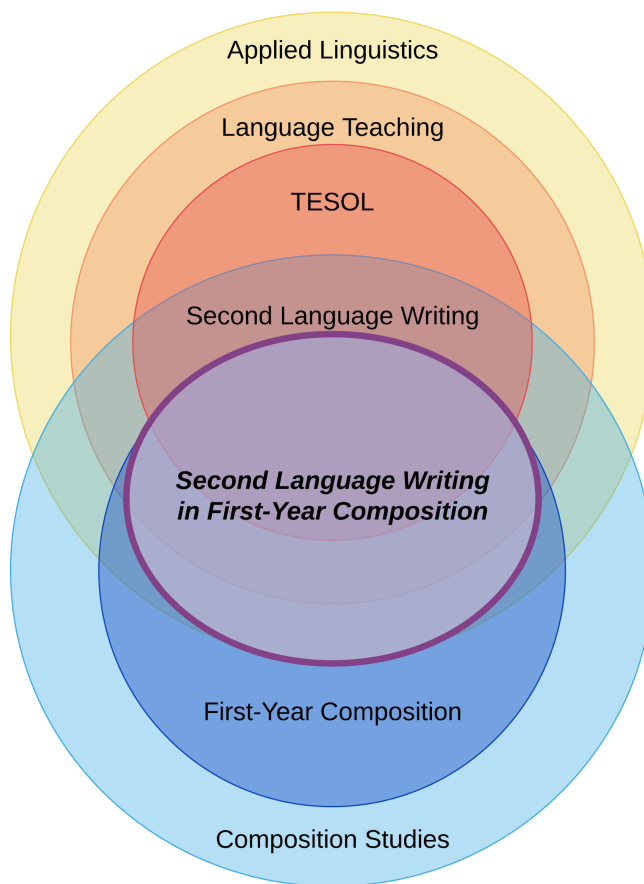
Curriculum in Context

Now that we have defined curriculum, curriculum knowledge, and curriculum literacy, we must now look at where this dissertation is going to be applying those terms. We now need to

understand the context in which that application will happen. This dissertation will narrow in on a very specific context: instructors of second language writing courses in one first-year composition program at a US university. In any analysis of curriculum, context must play a key role. For this current study, the context is inherently interdisciplinary, thus meaning there are several fields and areas of inquiry to examine. To better understand the specific context in which this research will occur, we need to explore how curriculum has been described, explored, and analyzed in related fields. Figure 1.5 shows the intersection of various disciplines that form the narrower context in which this study is situated.

Figure 1.5

Relevant disciplines and contexts that inform the narrower discipline/context of SLW in FYC



Curriculum and Applied Linguistics: Language Teaching and TESOL

Curriculum has been discussed in the fields of language teaching and TESOL for almost as long as those fields have existed. The article “Curriculum Trends in TESOL” by Clelia Belfrom appeared in the very first issue of *TESOL Quarterly* in 1967, presenting an overview of the issues faced in New York public schools in regards to English language learners and how those issues have been addressed via curricular revision. Curriculum is an essential component of the language teaching/TESOL knowledge base, and it has been explored in many ways in this discipline (Judd, 1981; Li and Harfitt, 2017; Mickan and Wallace, 2020; Oshtain, 1989; Richards, 2013; Sharkey, 2004).

Richards (2016) provides an overview of the two main ways curriculum has been addressed in language teaching/TESOL: as product and as process. Curriculum as product, according to Richards,

refer[s] to curriculum as a set of statements, documents and resources, typically developed by teams of experts in a ministry of education, university, publisher’s office or school that represent a plan for the achievement of specific educational goals, which may be either at the national, regional, school or institutional level. (p. 117)

Curriculum as product paints the picture of a top-down initiative, where experts use the most current knowledge in the field to design curricula, which is then given to teachers to enact (Richards, 2016). This contrasts with curriculum as process, which focuses on that teacher enactment. It includes aspects such as “the way the curriculum is understood by teachers, how they adapt curriculum guidelines, syllabi and materials to their learners’ needs, and the classroom processes that result as they engage in day-to-day teaching” (Richards, 2016, p. 125). Richards concludes, however, that curriculum as product and as process cannot be separated

from one another. They are inherently intertwined and both play an essential role in understanding the role of curriculum in language teaching.

Graves (2008) presented a similar view of curriculum, which Richards (2016) actually cites and builds upon. Graves makes the distinction between specialist curriculum (which aligns with Richards' curriculum as product) and curriculum enactment (which aligns with Richards' curriculum as process). This leads to Graves claim that curriculum cannot exist without enactment:

A curriculum cannot exist BEFORE it is enacted. Or, put another way, curriculum must be enacted to exist. One cannot claim to have a curriculum without teaching and learning experiences. Curriculum plans, policies, syllabuses, and materials are not 'the curriculum'. We may (as is common in the US) refer to them as 'the curriculum', but as reifications of planning processes..., they will be interpreted differently through different enactments. They are products whose purpose is to guide and support teaching and learning... The processes of planning, enacting and evaluating are interrelated and dynamic, not sequential. They move back and forth to inform and influence each other. Classroom enactment shapes planning and vice versa. Planning shapes evaluation and vice versa. The aim of evaluation is to improve teaching and learning, not just to measure it. Further, these processes are embedded in specific social and educational contexts and are carried out by people in these contexts. The enacted curriculum is always LOCAL. Finally, and centrally, teachers, as the orchestrators of enactment, are crucial to a successful curriculum. (emphasis in original, pp. 152-3)

This bold statement that curriculum is NOT equivalent to curricular materials alone demonstrates how, in the past decade or so, language teaching/TESOL has, in some areas, conceptualized and

presented a broader, more sociocultural understanding of curriculum. Graves (2008) continues with a discussion of the role that context plays in the enactment of curriculum.

This aligns with a general call within the field of language teaching to focus more on how context influences all aspects of the language learning process. Scholars such as Bax (2003) have helped shift the field away from an emphasis solely on methodology and towards what Bax terms the “context approach”, which is related to the post-method era (Kumaravadivelu, 2005). Rather than starting with *how* we will teach a language (i.e. methodology), we need to start with *where* we are teaching a language and *who* we are teaching it to (i.e. context). Bax’s context approach starts by understanding “individual students and their learning needs, wants, styles, and strategies...as well as the coursebook, local conditions, the classroom culture, school culture, national culture, and so on, as far is possible at the time of teaching” (p. 285). Sharkey (2004) presents findings that support Bax’s notions in relation to context. Sharkey concludes that “curriculum development does not occur in a vacuum; [the teacher’s] classroom realities are affected by the politics of the broader educational context in which their classrooms are embedded” (p. 296).

Curriculum and Composition Studies³/First-Year Composition

In the field of composition studies and specifically in the context of first-year composition (FYC), the term “curriculum” is often used interchangeably with other terms such as syllabus, program, and pedagogy (Lerner, 2019). While curriculum is definitely discussed within FYC and composition studies, it is rarely explicitly defined or looked at as more than the

³ This field goes by several names (writing studies, composition studies, rhetoric and composition). For the purposes of this current study, the term “composition studies” will be employed.

traditional “program of study” definition (Lax and Reichelt, 2011; Lerner, 2019). Curriculum in composition studies and FYC often falls back into the “curriculum as product” viewpoint (Richards, 2016). Discussions of curriculum often focus on the content of the courses or the intended outcomes for students. Lerner (2019) highlighted three attempts to address curriculum in composition studies and FYC: *The Framework for Postsecondary Success*, the WPA “Outcomes Statement”, and *Writing about Writing* (a textbook that establishes the course content as focusing on writing). He summarizes a general critique of these attempts at curricular reform:

While these efforts are often appreciated for their intent to provide instructors with curricular guidance in relatively adaptable form, they ultimately offer models of curriculum in writing studies as hierarchical, static, and removed from the resources and learning “incomes” (Guerra 2008) that all students bring to our classrooms and writing centers. In other words, they position students as consumers of curriculum rather than curriculum makers. (p. 27)

The same argument could be made for writing instructors, in that these curricular models do not allow for teacher autonomy in determining the best curricular course for themselves and their students.

This lack of distinction in the use of the term “curriculum” and other terms such as “pedagogy” is an issue that Lerner (2019) addresses:

The problem is not necessarily that we in the field of writing studies leave curriculum largely unchallenged or in the hands of textbook publishers, school boards, and state legislators (though we largely do). The problem is that we do not distinguish between curriculum and pedagogy or, more critically, that we are reluctant to address curriculum... Our inattention to curriculum ultimately hampers our effort to enact

meaningful reform and to have an impact on larger conversations about education and writing... The barrier to reform...is our field's conflation of curriculum and pedagogy when we should be treating the two as separate and important (though thoroughly intertwined) components. (pp. 5-6)

By not distinguishing between the two, Lerner (2019) argues that the field is focusing on the "how" of teaching writing rather than the "what":

In writing classrooms, we have carefully developed and can largely agree on 'writing process pedagogies,' or the activities we ask students to engage in and the practices of learning and teaching writing, but *what* students might be reading and writing about and the relationship between those topics for writing and our teaching practices are far less defined. Our inattention to curriculum ultimately hampers our effort to enact meaningful reform and to have an impact on larger conversations about education and writing. (p. 5)

While pedagogy and curriculum are intrinsically linked, by lumping them together, the importance of a robust understanding of curriculum becomes forgotten.

Curriculum and Second Language Writing

One area of SLW that has focused on curriculum is that of English for Specific Purposes (ESP), and specifically English for Academic Purposes (EAP). EAP is "the study of English for the purpose of participating in higher education [that is] centred on the texts (spoken and written) that occur in academic contexts and will include the discourses and practices that surround and give rise to such text" (Bruce, 2015, p. 6). In EAP courses, needs analysis is the key to curriculum design. Researchers and practitioners have used different forms of needs analyses to emphasize different aspects of EAP knowledge. The form a needs analysis takes and the

information it seeks is based on the theoretical alignment of those performing the analysis. EAP needs analyses can be informed by systemic functional linguistics (Hood, 2016), genre theory (Shaw, 2016), corpus linguistics (Nesi, 2016), academic literacies (Lillis and Tuck, 2016), critical EAP (Benesch, 2001; Macallister, 2016), and beyond.

Needs analyses in EAP often lead to discussions of syllabus and/or course design. As previously mentioned, fields related to language teaching often use similar terms interchangeably. In EAP, syllabus design, course design, and curriculum design often are all used to mean the same thing: the planning of what will be taught in a particular iteration of an EAP course (Bruce, 2005; Cooper and Bikowski, 2007). If we framed this in terms of Richards' (2016) distinction between curriculum as product and curriculum as process, much of the work in EAP emphasizes curriculum as product. As previously mentioned, while there has been much work done related to teacher education and development materials (see Ferris and Hedgcock, 2014 and Hyland, 2003), the body of empirical or theoretical research into how SLW teachers actually engage with and enact curricula is more sparse (see next section).

Curriculum and Second Language Writing in First-Year Composition

By zooming even more closely in, we enter the specific context of this current research study: SLW in FYC. This is where the research landscape begins to thin out, especially in relation to the broader, more process-based (Richards, 2016) conceptualization of curriculum that has been espoused in curriculum studies (see "Defining Curriculum" above). Eli Hinkel's 2015 book on SLW curriculum design (which includes discussion of university-level SLW contexts) begins to address some of these more nuanced understandings of curriculum, but inevitably falls back into an emphasis on the product-based curriculum (Richards, 2016).

One of the few exceptions to this is Dorothy Worden-Chambers' (2020) work on SLW teachers' use of conceptual metaphors to express their curriculum understanding and experience. She found that teachers' use of conceptual metaphors "functioned as psychological tools assisting in structuring their developing knowledge of the curriculum and in integrating new insights gained during teaching" (p. 184). Worden-Chambers drew an important conclusion that illustrates the importance of studies such as hers and this current project. She believes that "by examining teachers' underlying conceptions of the curriculum revealed through metaphor, curriculum developers might be better able to identify aspects of the innovation that confuse teachers or that fail to align with teachers' beliefs. Such information would assist designers in adjusting the curriculum and creating targeted support for teachers" (2020, p. 200).

While Worden-Chambers used conceptual metaphor as a framework for understanding SLW in FYC teachers' conceptualizations of curriculum, this current study will use curriculum venues as a framework to more deeply explore these ideas. This current study also hopes to emphasize the cyclical nature that should exist in the curriculum design process. Going back to Graves' (2008) point that curriculum cannot exist without enactment, thus, following that same logic, curriculum design cannot exist without teachers (i.e. those who do the enactment). They are an essential part of the process, and by more clearly understanding their ideas and understandings related to curriculum, the entire curriculum design and enactment cycle can be fortified by well-informed participants and stakeholders.

We have now narrowed in on the general context of this dissertation (instructors of SLW in FYC). Through this above brief exploration of the discussion of curriculum in the intersecting disciplines that inform the field of SLW in FYC, we can see that there have been numerous

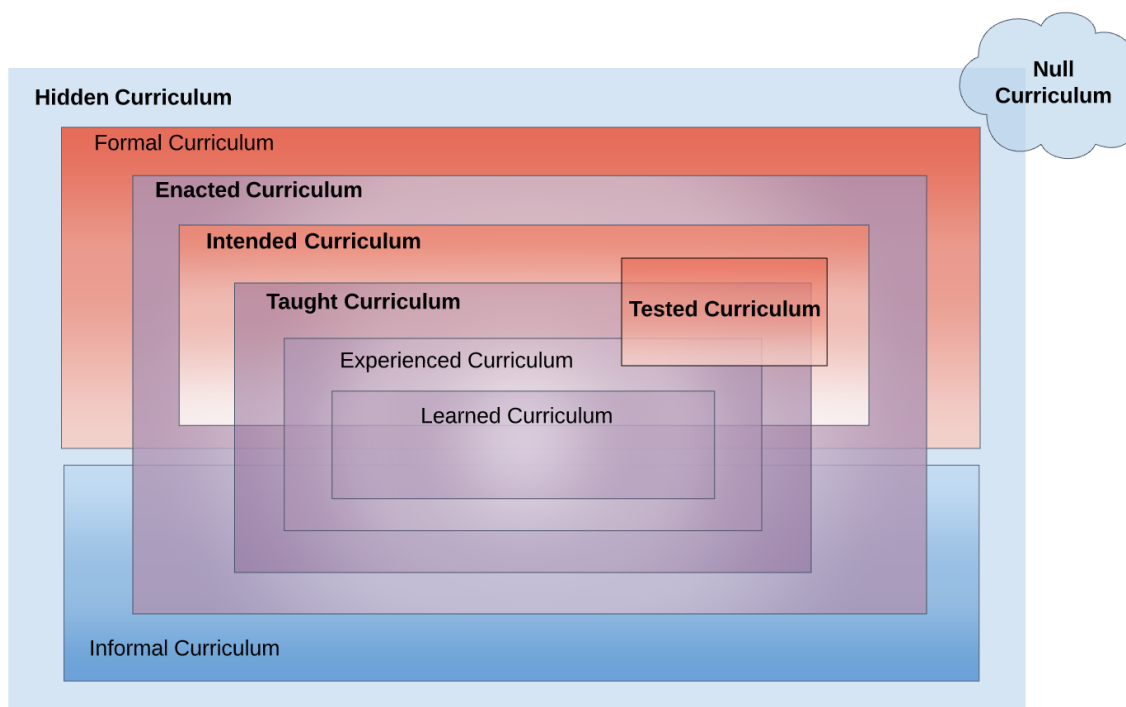
attempts to make sense of curriculum in a variety of contexts. This dissertation hopes to continue these discussions by focusing in on the curriculum knowledge of instructors of SLW in FYC. By doing so, it opens the door for more explorations of curriculum in this context, including analyses informed by the disciplinary takes on curriculum described here.

Curriculum Venues

As can be seen from the wide array of approaches to curriculum across disciplines that still remain incomplete, curriculum is such a complex and dynamic topic that there is no possible way that any one study could explore all aspects of it. There are numerous frameworks that have been developed to help understand these complexities (see Foshay, 2000), but the one chosen for this current study is that of curriculum venues. Curriculum is all around us and is experienced differently by everyone. The different venues in which curriculum is created, enacted, and absorbed are essential to recognize in order to fully understand any curricular context (Lerner, 2019; Schubert, 2008; Schubert, 2010b). Schubert (2010b) explains that “there exist simultaneously a diverse array of venues of curriculum that should be interpreted in order to understand any curricular context” (p. 273). Although these venues are sometimes referred to as types of curriculum, it is the interconnectedness of these venues that allows for a more robust understanding of just how complicated a topic curriculum is. Just as there is no one definition of curriculum, there is no one official list of different curriculum venues. The curriculum venues explored in any piece of curriculum inquiry are dependent on the context itself and the emphasis of the inquiry. There are many different possible curriculum venues to explore, and Figure 1.6 is a visual representation of how many of those venues overlap and are connected.

Figure 1.6

Visualization of how many curriculum venues overlap and intersect (adapted from Kridel (2010), Lerner (2019), Schubert (2008))



Note: Bolded curriculum venues indicate those that will be emphasized in the current study.

Intended Curriculum

The intended curriculum aligns with Richards' (2016) categorization of curriculum as product. This venue is what is most likely thought of when the curriculum as product view is taken. Schubert (2010c) defines the intended curriculum as “the overt curriculum that is acknowledged in policy statements as that which schools or other educational institutions or arrangements set out to accomplish” (p. 488). Lerner (2019) goes further to emphasize that the intended curriculum emphasizes the product, summarizing Schubert's (2008) explanation of the intended curriculum as “the curriculum found in curriculum guides, frameworks, outcome

statements, syllabi, and textbooks” (Lerner, 2019, p. 19). For the purposes of this study, the intended curriculum encompasses the formal, planned curriculum that is often designed and implemented from the top-down.

Tested Curriculum

The tested curriculum also aligns with the curriculum as product (Richards, 2016) viewpoint, in that it is the assessments that are implemented to measure students’ progress on the intended curriculum. What is tested or assessed is indicative of what is valued in the intended curriculum. Schubert (2008) applied a critical lens to the tested curriculum: “What is tested and why? Who benefits from the testing? How does testing sort society into a variety of levels of opportunity?” (p. 410). In terms of the context of the current study, the tested curriculum could include any work students complete or submit in a SLW class at the university level for a grade. This can include major writing assignments, smaller homework assignments, points for participation and/or attendance, etc. This can also include the cumulative grade at the end of the course and how that grade might impact students’ futures at university.

Taught Curriculum

The taught curriculum starts to get at how curricula are actually used in the classroom. It is “the actual content with which teachers engage their students in actual classrooms, often in contrast to the ‘intended curriculum’” (Schubert, 2008 in Lerner, 2019, p. 19). Schubert (2010b) provides several reasons why the taught curriculum differs from the intended curriculum: “The taught curriculum usually differs, in large or small ways, because the manner of teaching and the personality of teachers, as well as their individual choices and supervision or lack thereof

provides a curriculum that varies from stated intentions” (p. 273). For the purposes of the current study, the taught curriculum solely includes the post-adaptation curriculum that is actually taught in the classroom. It does not include the process of that transformation, as that is the emphasis of the enacted curriculum.

Enacted Curriculum

The enacted curriculum is an active curriculum venue in that it includes the process that teachers go through when translating the intended curriculum into the taught curriculum. The enacted curriculum thus includes both the intended curriculum and the taught curriculum and the process that connects the two (Schubert, 2008). Discussions of the enacted curriculum also necessarily include discussions of different contextual factors that influence the process of adapting intended into taught. The enacted curriculum thus aligns with Richards’ (2016) descriptions of curriculum as both product (i.e. intended curriculum) and process (i.e. enacted and taught curriculum). As Richards stated, the two different views of curriculum are inherently intertwined and cannot be separated. The enacted curriculum takes that connection into account by including both ends of the enactment spectrum (intended and taught).

The enacted curriculum also goes by many different names depending on the discipline of research or what aspects are being emphasized. Other names include the implemented curriculum (Mereku and Mereku, 2015; Yemeni and Bronshtein, 2016) and curriculum in action (Hajer and Norén, 2017). All of these synonyms emphasize the same thing: that there is a difference in how a curriculum is planned or intended and how it is actually used in the classroom.

Hidden Curriculum

According to Boostrom (2010), the hidden curriculum includes “student learning that is not described by curriculum planners or teachers as an explicit aim of instruction even though it results from deliberate practices and organizational structures” (p. 439). It is often the sociocultural values and ideologies that underlie the intended curriculum that then are transferred to students implicitly. Examples of hidden curriculum in US public schools can include valuing promptness, respecting authority, taking turns, waiting in line, sitting still for long periods, etc. (Brownell, 2017). In relevant disciplines for this current study, such as language teaching, hidden curricula can be found in many places, including textbooks (Lee, 2014).

Null Curriculum

The null curriculum includes those topics or ideas that are explicitly NOT included in other curriculum venues (especially the intended curriculum). Quinn (2010) posits that “the concept of the null curriculum initiates a critical analysis of curriculum that explicitly seeks to attend to that which is absent, left out, and overlooked [in] how curriculum is conceptualized, created, and enacted” (p. 613). Common examples of the null curriculum in K-12 schools in the US include “the paucity of arts and music opportunities in most urban public schools” (Lerner, 2019, p. 20) and the “white-washing” of some history education (in that it explicitly excludes the voices of non-white peoples and often misconstrues the facts of what actually happened) (Kim-Cragg, 2019). In the context of the current study (SLW in FYC), an example of the null curriculum might include emphases on certain genres of writing over others and/or the inclusion of APA/MLA style formatting instead of other disciplinary citation conventions (such as Chicago or CSE).

Other Curriculum Venues

There are many more curriculum venues that could be explored, but for the purposes of this current study, the above venues are those that will be analyzed in more depth. The following venues, however, are also important as they make up the rest of the visualization in Figure 1.6. They include the formal and informal curricula, which are larger categories that unite to encompass almost all the other curriculum venues, and the more student-centered curriculum venues, including the experienced and learned curricula.

- **Formal Curriculum:** “The formal curriculum is designed as a framework for instructional planning that outlines broad goals and strategies to reach them. The foundations of the formal curriculum are based on publicly valued intellectual, social, cultural, political, and economic funds of knowledge. Knowledge, skills, and understandings that have educational value to the individual and society are included.” (Penner-Williams, 2010, p. 376)
- **Informal Curriculum:** “When curriculum falls outside of the prescriptive, planned teaching and learning of the formal curriculum, it can be considered part of the informal curriculum.” (Schultz, 2010, p. 475)
- **Experienced Curriculum:** “The experienced curriculum refers to how the [student] responds to, engages with, or learns from the events, people, materials, and social or emotional environment of the classroom.” (Erickson and Pinnegar, 2010, p. 361)
 “[T]he ‘thoughts, meanings, and feelings of students as they encounter’ the intended or taught curriculum.” (Schubert, 2008, p. 408, in Lerner, 2019, p. 19)

- **Learned Curriculum:** “[A]ll that is learned...in any educational setting.” (Schubert, 2010a, p. 232)

Curriculum Venues as a Conceptual Framework

This current study will use the framework of curriculum venues to explore how university instructors of SLW in FYC conceptualize and describe curriculum. There has been little to no research on how teachers describe their understanding of curriculum, especially as relates to the overlapping disciplines that make up the current study’s context. There have been a few attempts at trying to categorize how teachers understand curriculum (in a variety of iteration and contexts); however, curriculum venues have not been utilized to examine the complexities within teachers’ understandings of curricula, both in how they consciously or explicitly define the term and how they subconsciously or implicitly discuss aspects of curricula. I have chosen curriculum venues as the framework because they allow for a strategic yet still nuanced framework through which to understand educators’ curriculum knowledge. This framework will then be used to analyze the data collected from the instructors of SLW in FYC by targeting what each instructor emphasises throughout their discussions of curriculum. By more closely examining the nuances in these teachers’ conceptualizations of curriculum, a more transparent curriculum design and enactment process can be developed, allowing for clearer communication between administrators and teachers, designers and enactors. It can also lead to a deeper understanding of how curriculum is perceived and actually used by SLW in FYC instructors, especially as a starting point for recognition of the expertise that this particular group of instructors brings to university writing programs, in general.

This current study is an exploratory attempt to apply curriculum venues to how SLW in FYC teachers discuss curriculum. The study will use preliminary surveys and more in-depth, semi-structured interviews to elicit a variety of discussions and descriptions of curricula from the study participants. The framework of curriculum venues will then be applied to these data sources in the form of thematic coding in order to gain a better understanding of what aspects of curriculum the participants emphasize when they are explicitly describing curriculum in general or implicitly discussing a specific curriculum (in this instance, the curriculum that they enact as teachers in a university writing program). This study will explore the following research questions:

1. How do SLW instructors at one university conceptualize curriculum in general? What do they believe makes up curriculum in general?
2. How do SLW instructors at one university conceptualize their WP's curriculum? What do they believe is included in that curriculum?

These research questions are designed to expand on the previous research and theorization on curriculum in the disciplines of curriculum studies and the overlapping disciplines that create the field of SLW in FYC. There are many avenues that can be explored in relation to curriculum and specifically instructors' curriculum knowledge in SLW in FYC. This dissertation hopes to serve as a first step towards a more in-depth exploration of curriculum in the discipline, but also as a call to recognize the complicated and ever-changing nature of curriculum in general. This research project presents five exploratory case studies to begin these discussions in an attempt to begin to demystify the complicated webs of knowledge that are constructed, deconstructed, and

reconstructed by educators, administrators, and researchers surrounding the concept of curriculum.

Looking Forward

Chapter one of this dissertation has presented an overview of relevant literature from the fields of curriculum studies, a variety of educational disciplines, and the interconnected disciplines that make up the field of SLW in FYC. Chapter two provides an overview of the context of this study, the role of the researcher, and the methods used for data collection and analysis. Chapter three introduces the main case study participants through narratives of their curricular experiences as gathered from the surveys and interviews. Chapter four synthesizes the participant data to identify areas of curriculum knowledge using the curriculum venue framework described above, allowing for comparisons to be made between participants and how the context in which they are discussing curriculum influences what knowledge or venues they emphasize. Chapter five concludes this dissertation by discussing ideas for how this current study can be used as a starting point for meaningful inquiry into SLW in FYC teachers' curriculum knowledge.

CHAPTER 2: METHODOLOGY

To best explore the questions raised in chapter one, this project was designed as situated qualitative case studies of five SLW instructors in a university writing program. Situated qualitative research is qualitative research “that is maximally grounded in the everyday social world of those being studied” (Atkinson, 2005, p. 100). By emphasizing that researchers are already positioned in some way with their research before it starts, no matter whether insider or outsider, situated research recognizes that this “situatedness and partiality must therefore always powerfully inform and guide their science, and that they are consequently deeply connected and therefore ethically responsible to the people they are studying” (Atkinson, 2005, p. 102). As a member of the same community from amongst whom my participants were recruited, the relevance of the situated nature of my research becomes even clearer through my own positionality as both researcher and colleague. Some might see this lack of distance between myself and the participants as an issue, especially those embedded in quantitative research. I, however, think my close relationship to my participants allows for an even deeper and more comprehensive analysis. I have shared experiences that allow me to notice patterns or identify relevant program policies that might be influential in how my participants discuss certain topics pertaining to the writing program we all work in. More on my positionality will be discussed below.

As discussed in chapter one, curriculum is a complicated issue to define, let alone research. It is also inherently personal, in that no curriculum is ever the same, and no one individual ever experiences a curriculum in the same way. Because of this, the method of case studies has been employed in this dissertation.

As this research project also deals with knowledge, it is important to explain the theoretical stance that I will be taking throughout. Just as this research project is situated in a specific context, so too is the knowledge of the participants. Thus, a sociocultural perspective allows for the exploration of how “human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols...that mediate those relationships that create uniquely human forms of higher-level thinking” (Johnson, 2009, p. 1). What is most essential in the sociocultural perspective for this current study is that

learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity. (Johnson, 2009, p. 2).

If the former were true, then the gaining of curricular knowledge would not be so differentiated across educational contexts. As will be seen in the next few chapters, that is not the case.

By using situated qualitative inquiry, case studies, and the theoretical lens of socioculturalism, the realities of curriculum in our current study context can be better explored and analyzed. This study seeks to understand how instructors of SLW in one university’s writing program conceptualize and enact curriculum. The following research questions will be asked, leading to possible answers in the following chapters:

1. How do SLW instructors at one university conceptualize curriculum in general? What do they believe makes up curriculum in general?

2. How do SLW instructors at one university conceptualize their WP's curriculum? What do they believe is included in that curriculum?

Research Context

First, it is essential to identify the context in which this research takes place, especially due to the situated nature of this inquiry. This research project takes place at a large research-based land grant university in the US Southwest. This dissertation focuses on SLW courses, which are usually almost entirely populated by international students. At the institution in question, in Fall 2020, 6.5% of undergraduates were international students. In the incoming first year undergraduate cohort (those who most commonly will be enrolled in FYC courses), 1.5% were international students. While these might seem like small percentages, they are out of over 36,000 overall undergraduates and over 7,000 incoming first-year undergraduates.

The writing program (WP) at this university is large and diverse and it is housed in the English department. Within FYC (first-year composition), there are courses designed for speakers of English as their primary language and courses for speakers of English as an additional language (EAL), especially those who are also international students. For this latter group of students, if they are indeed international students, they must have a TOEFL score of at least 70 (for most colleges/programs). This research project will focus on these latter courses, which will be referred to as SLW (second language writing) courses.

There are three SLW courses offered in the WP: SLW1, SLW2, and SLW3. The mainstream courses are Comp1, Comp2, and Honors Comp (not discussed in this study). Students are placed into all of these courses based on an in-house writing assessment and a combination of other factors (including standardized testing scores and educational background). SLW2 and SLW3 are parallel courses to Comp1 and Comp2, meaning they have the same

learning outcomes and course materials but are aimed at different audiences. For more information on the courses, see Table 2.1. Students have multiple options for completing their FYC requirements, as can be seen in Table 2.2.

Table 2.1

Relevant FYC courses

Courses	Descriptions
SLW1	SLW1 focuses on developing international students' academic literacy skills through discussions and analysis of language varieties. Students practice adapting their writing for different audiences, contexts, and genres, with a particular emphasis on appropriate language use.
SLW2/Comp1	SLW2/Comp1 focus on the situated nature of writing, with specific emphasis on genre awareness. Students read and write in a variety of genres and learn how to identify genre conventions across genres, developing analysis skills that they can use when writing in any future courses.
SLW3/Comp2	SLW3/Comp2 focus on using research to aid in the development of arguments via writing. Building on SLW2/Comp1, research skills are developed in a manner that aligns with the students' genre awareness. Citation conventions are practiced, and information and media literacies are developed.

Table 2.2

Possible sequences for completing required FYC coursework

3-Semester Sequence	2-Semester Sequence	1-Semester Sequence
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Semester 1:</i> SLW1 <input type="checkbox"/> <i>Semester 2:</i> SLW2 or Comp1 <input type="checkbox"/> <i>Semester 3:</i> SLW3 or Comp2 <p>This sequence is mainly intended for international</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Semester 1:</i> SLW2 or Comp1 <input type="checkbox"/> <i>Semester 2:</i> SLW3 or Comp2 <p>This sequence develops students' genre and rhetorical</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Semester 1:</i> Honors Comp <p>This is an accelerated sequence that integrates</p>

students who speak English as an additional language. SLW1 aims to help them develop their US academic literacy.	awareness, along with building research skills for future writing contexts.	critical reading, writing, and thinking skills in one semester.
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Researcher Positioning

As an instructor in the WP at the focus university, it is important to understand my own role in the writing program before moving on to my participants. As a graduate teaching assistant, I taught the SLW courses, most commonly SLW2 and SLW3. I therefore am familiar with and must adhere to the guidelines given by the WP when teaching these courses. This means that I am more than familiar with the actions instructors go through when preparing their courses using this curriculum. Having taught for seven years in the WP, I am familiar with how the intended curriculum has changed and been revised over the years. When I first started teaching at the university, the WP curriculum was based more on textual analysis and set up around a series of assignments. In the years since then, the intended curriculum has become more outcomes-based, with emphasis on helping students develop skills that they will need for a variety of future writing contexts. It is also relevant that I served as editor of the WP in-house textbook for two years. Therefore I had some power over curricular innovations as presented in this text. All WP FYC instructors are required to use this textbook in their courses in addition to another textbook from a select list and an online writer's handbook.

One way my role as an "insider" has impacted this current research is in terms of the comfort level my participants evince during their interviews. I am familiar with my participants as we are all SLW instructors in the WP and have worked together for anywhere from two to seven years. This possibly influenced their level of openness with me as researcher and the

content they discussed in their interviews (less background information or clarifying statements due to a mutual understanding of the WP and SLW courses). They may also have felt disinclined to comment negatively on the use of the textbook I have edited and how it is integrated into the curriculum in general and into their individual classrooms (although it is impossible to determine whether they declined to comment on the textbook or whether they did not feel it necessary to comment on the textbook in relation to the interview topics). Our previous connections might have also influenced who responded to my initial request for participants.

Another possible impact my positionality played in this research is that it led me to focus on specific aspects of the WP curriculum over others. Due to my intimate knowledge of the intended curriculum of the WP, I possibly overemphasized certain aspects in my data collection and analysis while underemphasizing others. I attempted to minimize this bias by the use of semi-structured interviews, meaning the overall arc of the interview was led by the series of questions I had planned ahead of time. Those questions were designed to allow for the interviewee to take the lead in terms of what areas of curriculum were addressed, rather than myself as the researcher making those decisions. Due to all of these factors, I again emphasize the sociocultural situated nature of the study.

Overall, my relationship with my participants extends beyond the usual researcher/participant relationship. My connections with the participants truly emphasized the situated nature of this research, and my own sense of ethical responsibility to my participants was increased due to our previously established relationships (Atkinson, 2005). I needed to consider how my research (and how I share my research) could possibly impact my participants, both positively and negatively. This resulted in some pieces of the data to be not considered

because of possible negative implications for my participants (in relation to their positions in the writing program).

Participants and Recruitment

Participants for this study were recruited from all instructors who taught SLW courses at the university during the 2019-2020 school year. In order to reach this population, recruitment emails featuring the survey and request for interview volunteers were sent to the SLW teacher listserv (i.e. a listserv that includes all instructors and faculty currently connected to the SLW courses). Nine surveys were completed and returned, and participants in the survey included graduate student instructors, lecturers, and faculty. All survey participants were also identified as having taught SLW courses during 2019-2020 (as the listserv does include some who are not currently teaching SLW courses).

Six survey participants volunteered to participate in interviews, and five⁴ were chosen to complete the interviews to have a maximally variant sample (see Table 2.3 for details of these five participants). All the different levels of instructor position are represented, and all possible iterations of instructor position and program. This means there are representatives of the following populations: faculty, lecturers, graduate teaching assistants in the PhD applied linguistics program, and graduate teaching assistants in the MA applied linguistics program. There is also a large array in the years the different participants have been teaching in the WP at the university (from two to eleven years).

⁴ These five participants will henceforth be referred to as “case study participants” or by their pseudonyms (see Table 2.3). This is in opposition to the survey participants (which includes all nine of those who completed the surveys, including the five case study participants).

Table 2.3*Overview of Case Study Participants*

Participants⁵	Position (and program, if grad student)	Most Commonly Taught Course	Years Teaching in the WP	Composition Courses Taught At Other Institutions
Charles	Faculty	SLW1	11	Yes
Frederick	Lecturer	SLW2	5	No
Anne	Graduate Teaching Assistant (Applied Linguistics PhD)	SLW1	3	No
Elizabeth	Graduate Teaching Assistant (Applied Linguistics PhD)	SLW1/SLW2	6	No
Jane	Graduate Teaching Assistant (Applied Linguistics MA)	SLW1	2	No

Data Collection**Survey**

The initial means of data collection from participants took the form of a survey (see appendix C). The survey consisted of a combination of closed- and open-ended response items (Brown, 2009). Closed-response items were used to collect demographic data and information

⁵ Pseudonyms have been used to protect the identity of participants. Participants chose their pseudonyms from a list provided by the researcher that consisted of names drawn from protagonists in the novels of Jane Austen.

about current and past courses taught in the WP. Open-ended response items were used to collect perceptions and reflections on curriculum use in the WP and in the participants' own courses. These two question types worked together to allow for a more nuanced understanding of participants' own experiences both in and out of the WP.

The initial questions related to the participants' experiences teaching in the university's WP and at other institutions, both the teaching of composition and other subjects. Participants were prompted to provide their own personal definition of curriculum. The next questions then asked specifically about artifacts provided by the WP that could be considered part of the curriculum. Based on their individual definitions of curriculum, participants identified whether they used those particular artifacts in the creation of their courses. They also were encouraged to reflect upon the different influences on their course design and enactment.

Curricular Artifact Collection

To better understand how curriculum was manifested in different venues by different stakeholders and how participants perceived that curriculum to be manifested, curricular artifacts were collected. Curricular artifact collection consisted of two parts: meso-level collection was the first stage, and then micro-level collection occurred in the same time frame as the individual interviews. Meso-level artifact collection occurred by identifying key policies, statements, and documents created and/or put out by the WP (e.g. course goals and student learning outcomes, required course policies, approved textbook lists, required program textbooks, course design parameters, course descriptions, etc.). This artifact collection allowed for the creation of a list of artifacts that was used in the survey and interviews. These meso-level artifacts were chosen to

represent the intended curriculum of the university's WP. They are explored in more detail in the beginning of chapter 3.

Micro-level artifact collection occurred by inviting interview participants to upload artifacts they identified as part of their course curriculum (based on their own definition and understanding of curriculum) to a Box folder. The following is the prompt provided to those participants via email in regards to the artifact collection procedures⁶:

I am sharing a Box folder (only accessible by yourself and myself) where you will upload any course documents that you believe connect to the idea of curriculum from the course you are currently teaching/the most recent course you have taught.

- a. There are no correct or incorrect documents. Please upload anything from the relevant course that you consider as either part of your curriculum, part of how you implement the curriculum, or influenced by the curriculum.*
- b. Please do this based on your current understanding of curriculum and what it consists of in the Writing Program.*

Participants were encouraged to upload their artifacts before their interview, and then, following their interview, they were invited to upload any other artifacts that the interview brought to mind in regards to their curriculum. These artifacts were used to help support the definitions and descriptions of curriculum provided by the case study participants. A systematic analysis of these micro-level artifacts was not completed, as it was not within the scope of the current study. Instead, they were used as supporting details in the analysis of the case study participants' interviews.

⁶ *Document* was consciously used instead of *artifact* in this prompt for communicability purposes.

Interviews

Interviews were chosen because they are “interactionally co-constructed events” between interviewer and interviewee (Richards, 2009, p. 160). This lent itself well to the already-established relationships between myself as researcher and the participants as both subjects and colleagues. The semi-structured form of interviews was chosen to allow participants to respond to similar questions and prompts, thus allowing for consistency across all interviews, but also allow for conversation to flow as needed to other relevant points and topics (Mann, 2016). The purpose of the interviews was to have a candid conversation about how the different participants both conceived of curriculum in general and conceived of and enacted the WP curriculum. Put together, these two areas represented the participants’ curriculum knowledge. The interviews were conducted immediately after the Spring semester of 2020. All interviews occurred via Zoom due to social distancing procedures related to the Covid-19 pandemic.

Five participants took part in semi-structured interviews that lasted on average 35-45 minutes. The nature of interviews as co-constructed encounters also relates to my positionality as a fellow SLW instructor in the WP. The interviews thus developed naturally as conversations between two colleagues with a similar level of understanding of the context and curricula under discussion (see appendix D for interview guide). The purpose of these interviews was for participants to tease apart some of their responses on the survey, but also to elicit a more nuanced account of their views on their personal experiences with curricula in general, their understanding of and experiences with the WP curriculum, and what influences how they enact the WP curriculum in their courses. All of this information put together will be considered as the operationalization of the participants’ curriculum knowledge. As stated in chapter one, for this

dissertation, curriculum knowledge will be defined as an educator's comprehension and familiarity with "the complex relationship between subjects of study, learning environments, and learners' and teachers' histories, motivations, and aspirations, among other factors" (Lerner, 2019, p. 19).

Data Analysis

The case study method of this project led to the main pieces of data for analysis being individual semi-structured interviews with the five main participants. The main method used for data analysis was thematic analysis. Thematic analysis is described as

a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles.

(Lapadat, 2012, p. 926)

The reason thematic analysis was chosen is that it allows for flexibility in the coding and analysis processes and also leaves room for the application of a sociocultural lens throughout. Braun and Clarke (2006) describe it as "a 'contextualist' method", meaning that "thematic analysis can be a method that works both to reflect reality and to unpick or unravel the surface of 'reality'" (p. 81). This notion of contextualization aligns with the situated nature of the current study, thus providing another means of identifying deeper meanings and relations between the data and the environment in which it was collected and analyzed.

The thematic analysis process is both straightforward and iterative (see Figure 2.1 for an outline of the process). The steps taken for this current study demonstrate that. First, the

interviews were transcribed initially using the automatic transcription feature of Zoom and then I edited and revised them for accuracy. The process of coding then began. As described in chapter one, there are numerous curricular venues that could be discussed (see Figure 1.6 for a visual representation of the different venues). In my original plan for coding, I included all of the curricular venues from Figure 1.6; however, upon an initial analysis of the data, several venues were removed from the coding scheme as there was no data that could appropriately have those codes applied (i.e. embodied curriculum, informal curriculum, outside curriculum) or the coded venue consistently overlapped with another, more precise venue (i.e. formal curriculum). This resulted in the following codes for curricular venues: intended curriculum, tested curriculum, enacted curriculum, taught curriculum, hidden curriculum, and null curriculum. Other relevant codes referred to specific curricular artifacts (e.g. syllabus, textbook, assignment prompt) while others still categorized different contextual influences on the curriculum and how teachers enact it. The coding process continued, segmenting and coding all relevant parts of the five interview transcripts.

Figure 2.1

From Braun and Clarke (2006): "Table 1: Phases of thematic analysis"

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

A pattern emerged throughout the coding process that certain curricular venue codes were applied more often when a participant was responding to an explicit question about their understanding of curriculum than when curricular ideas were discussed in a less explicit, more conversational manner and vice versa. For this study, the role of the initial survey followed by the semi-structured interview allowed for these deeper discussions of the participants' initial formal definitions or descriptions of curriculum. This broader, less formal discussion of curriculum possibly also arose due to my previously mentioned connections with the participants as a fellow SLW instructor in the writing program. For the purposes of this study, I have termed these two categories *explicit descriptions* and *implicit discussions*.

Explicit descriptions of curriculum can be defined as a response that is prompted by a direct question regarding the definition of curriculum in which the participant is pulling from their theoretical knowledge of curriculum to provide a definition or description. This is contrasted with implicit discussions where the response is prompted by an indirect question about curriculum and often leads to a more abstract discussion of curriculum that is founded in the participant's practical knowledge of curriculum (as defined in this project—see chapter 1 for these definitions). These implicit discussions often occur without actually using the term “curriculum” (or any of its derivatives) at all. Excerpts where participants were discussing curriculum in some way were coded as either explicit descriptions or implicit discussions on top of other codes, such as curricular venues.

Chapters three and four explore the data mentioned here. Chapter three provides overviews of the curriculum knowledge of the five SLW instructor participants as shared in their surveys and interviews. Relevant background for each participant is provided, followed by details about where they first learned (or heard) about curriculum and their experiences with this

university's writing program curriculum. Chapter four looks across all participants to identify patterns related to the instructors' curriculum knowledge as viewed through the lens of curricular venues. It is divided into sections based on curricular venues, and each venue is addressed in terms of how participants discussed it (explicit description or implicit discussion). Patterns are noted and discussed and implications are presented.

Limitations

Before moving to the actual discussion of data, it is prudent to identify the limitations of this study. One is that this is a small-scale, exploratory study of one particular set of SLW instructors in one specific university writing program. Thus, due to this narrow focus, there is limited generalizability with this study; however, this study can serve as an impetus to ask similar questions across different but related contexts. Another limitation is related to my own biases as a researcher and also a colleague of the participants. My experience and previous knowledge of the participants and the writing program could have influenced participants unintentionally throughout the survey and interview process. My own personal experiences with the writing program and its curriculum could also have influenced my interpretation of the data. Care was taken to avoid this by consistently recentering the voices of the participants throughout the research process, from collection to coding to analysis and reporting. My experience and previous knowledge, however, also benefited the study in that I was able to ask more informed questions of the participants during interviews and knew when to encourage them to expand on specific topics.

Another limitation of this study relates to the completeness of the data. As discussed in chapter one, curriculum and curriculum knowledge is heavily influenced by both societal and

personal ideologies. In this dissertation, questions were not asked that would have elicited responses to allow for insight into the ideological foundations of these instructors' curriculum knowledge. Questions were also not asked that would have allowed for a deeper exploration of critical issues such as race, ethnicity, gender, language background, etc. and how they relate to curriculum. It is thus extremely difficult to discuss how ideology plays a role in the collected data, but that does not mean that ideologies are not present in the data. In future iterations of this study, ideology will be a major consideration in terms of understanding SLW instructors' curriculum knowledge. This will be further discussed in the conclusion.

CHAPTER 3: TELLING OUR CURRICULUM STORIES

I have shared part of my own curriculum story in the first chapter of this dissertation. I will continue sharing it throughout the next few chapters. One thing that is important to state before diving into the data is that curriculum knowledge and its development is not simple or linear. It is a recursive process that never truly ends and is filled with trial and error, just like almost all learning processes. All of the data shared below is merely a small glimpse into the curriculum knowledge and experiences of these SLW instructors. It is by no means meant to be an exhaustive analysis of these instructors' experiences, but rather an exploratory introduction into the realities of curriculum knowledge amongst these SLW instructors (and that can hopefully serve as a catalyst for similar investigations of curriculum knowledge in other SLW instructors).

Setting the Scene: Writing Program Curriculum and Curricular Artifacts

Before we can begin looking at instructors' curriculum knowledge, we must first identify what is and is not included in the intended curriculum of the WP of this specific university. This will allow for clarity in distinguishing between the intended curriculum and other curricular venues in the five case study participants' interviews. For this study, artifacts were collected that represented that intended curriculum, either from those that are required by the university's WP that instructors use or those that represent the ideological underpinnings of the WP intended curriculum. These artifacts range from the more informative (e.g., course descriptions, principles of teaching writing) to the more practical and interactive (e.g. syllabus template, textbooks). The artifacts that were chosen are all listed and described in Table 3.1. These artifacts were then included in the survey described in chapter two (see appendix C for the full survey questions),

which was completed by nine instructors who taught SLW courses during the 2019-2020 school year.

In the survey, participants were asked to select from a list of 12 options (including “Other”) which artifacts they “use/reference when preparing [their] course[s].” Those same participants were also asked to explain any artifacts from the list they did NOT use in course preparation. Table 3.1, along with the names and descriptions of the curricular artifacts, also includes the results of how many survey participants selected each artifact as influential in their course planning process. For the final option, “other,” participants were invited to fill in any other relevant artifact. The two “other” responses are included in the Table, as well.

Table 3.1

Descriptions of curricular artifacts and how many instructors used each in their course planning process

<i>Curricular artifact</i>	<i>Description of artifact</i>	<i>Used in course planning (by x/9 survey participants)</i>
Syllabus template*	Customizable syllabus document with required policies and other information. Instructors adjust areas with red text with specific details for their courses. Also serves as a template for creating a course schedule.	9/9
Goals and student learning outcomes*	Goals and outcomes for the WP courses. Most WP courses share four main goals, and the outcomes are split up between the first semester and the second semester courses in the sequence (See appendix A).	9/9
Course design parameters*	A list of requirements that all WP courses must meet. Examples of parameters include number of assignments and amount of writing, assessment, the role of drafting and revision, etc. (See appendix B)	9/9

Course policies*	Policies required by the WP that all FYC courses must adhere to. Policies include attendance, academic integrity, accomodations, etc. (See appendix B)	8/9
Course descriptions	The official descriptions of each course in the WP. Can be found on the main program website and within the syllabus for each course (See appendix A).	8/9
WP in-house textbook*	eTextbook edited and produced by writing instructors; required by program policy to be used in almost all FYC writing courses (i.e. Comp1, Comp2, SLW2, SLW3, Honors Comp)	7/9
<i>Writer's Help*</i>	Digital writing handbook required by program policy to be used in almost all FYC courses (i.e. Comp1, Comp2, SLW2, SLW3, Honors Comp)	7/9
Principles of teaching writing	Statement produced by the WP on how writing, reading, and the teaching of writing are viewed by WP instructors. These principles emphasize diversity and inclusiveness, especially as relates to language and the writing process (See appendix B).	6/9
Textbook list/alternative textbook request form	Program-approved list of textbooks for most FYC courses and the form instructors must complete to use a textbook that does not appear on that list.	5/9
Additional course textbooks	Textbooks from either the approved textbook list or that were approved via the alternative textbook request form	5/9
Description of WP on department website	FYC WP mission as presented on public-facing department website (See appendix B)	3/9
Other	From survey respondents: <i>"sample syllabi and lesson plans from other teachers in the WP"</i> <i>"I use other sources, but I can't think of them at the moment without digging into my folders"</i>	2/9

*Note: * indicates an artifact that instructors are required to use by the WP for (almost) all FYC courses (although you will notice that not all survey participants selected all required artifacts).*

Based on the responses to the survey from the nine survey participants, it seems that these SLW instructors would all answer slightly differently the second part of the second research question: What do these SLW instructors believe is included in the WP curriculum? Even among commonly used and referenced materials (identified by myself based on my own experience in the WP as representative of the intended curriculum), only three out of twelve artifacts were selected by all respondents. There are many possible reasons for this, from familiarity with policies and procedures in some of the less-commonly selected artifacts (thus rendering them not relevant) to possible overlap between artifacts (e.g. the syllabus template contains the course descriptions and policies that need to be present in every course syllabus).

But these survey responses only provide a limited view of these instructors' perspectives on WP curricula. To gain a deeper and more comprehensive understanding of these SLW instructors' curriculum knowledge (i.e. how they conceptualize curriculum, both specifically and in general), the five case study participants participated in semi-structured interviews to expand on their survey responses and to further explore their own curriculum stories. This next section will narrate these five SLW instructors' experiences with curriculum throughout their lives generally and, more specifically, in this university WP. These narratives will provide one way of looking at the research questions:

1. How do SLW instructors at one university conceptualize curriculum in general? What do they believe makes up curriculum in general?
2. How do SLW instructors at one university conceptualize their WP's curriculum? What do they believe is included in that curriculum?

SLW Instructors' Curriculum Experience and Knowledge

Anne

We'll start our journey with Anne. Anne was a fifth year PhD student in the applied linguistics program at the time of the interview (Spring 2020) and was graduating that Spring. She had been teaching in the WP as a graduate assistant for three years and most commonly taught SLW1. In Spring 2020, she was teaching SLW2. She had not taught composition courses outside of the WP, but had taught ESL courses at a variety of levels at a state university in another country. I have known Anne since she arrived at the university to begin her PhD program and we had been working together in the WP for the three years she taught there. We had often shared ideas and resources, but also commiserated about some of the difficulties of graduate student/teacher life. This previous interaction (and commiseration) allowed for a deep conversation about Anne's educational and curricular experiences as both student and teacher and also, I believe, helped Anne feel comfortable discussing some of her more difficult experiences related to curriculum, especially the WP curriculum.

As with all of the interviews, I began by sharing with Anne her responses from the survey so she could reference them throughout the interview. I then asked the first question: "How would you define curriculum?" Anne explained that she understands it as "the plan that educators develop to achieve some certain learning outcomes in some specific learner groups." I then asked Anne to reflect back on her own curricular journey and reflect on where she remembers hearing about or learning about curriculum. She identified her Master's program as the place where she learned the most about curriculum and that has had the most influence on her understanding of curriculum:

I think my own understanding of curriculum comes from my MA program where I took a

class on developing a course and materials for a specific course, including even like the assessment tools and everything. So we were planning [...] a sample curriculum, you know, at least to understand which aspects exists, but it's been [...] six years already [since the program ended]. And I think my understanding of what curriculum is [is] fading away or maybe it's— maybe it's being reshaped with my current teaching experiences. Right. We are sort of developing our own syllabus and [...] choosing [...] some materials—developing materials. I don't know.

Throughout the interview, she returned to this reshaping of her ideas of curriculum. It appeared that, as she was talking through all of these ideas, her own general curriculum knowledge was becoming more focused and she was feeling more confident in that knowledge and understanding. Returning to her Master's program, the emphasis on materials and assessment there continued to influence her understanding of curriculum throughout her time teaching in the university's WP, even if she recognized that there are other important pieces. She stated, in regards to curriculum in general:

In my mind I can frankly tell you that [...] everything's really text oriented [...] I think that that might be one major problem in my case, that still when I think about curriculum. I see the importance of all the other professional development, stuff like that. But they never come as the first first option [...] I think, still the curriculum is enacted through texts, but the social aspect is really under represented in my own understanding of curriculum.

This focus on texts as the method of enactment continued throughout the interview, but this initial discussion seemed to help Anne actively expand her definition in what follows from text-focused to a more holistic definition of curriculum. Anne's initial response to explicit

questions about curriculum allowed her to talk through some of her conflicting understandings of the concept, opening the way for her to consciously choose to use curriculum in a broader way through most of the interview.

Next, we moved from general curriculum to the specific curriculum of the WP. In terms of the WP curriculum, Anne mostly believed that there is an overarching curriculum, but that it is somewhat difficult to identify and understand what is actually included in that curriculum:

I think they do [have an overarching curriculum]. But I don't know how overarching this is [...] It's also a little bit confusing, and I'm going to tell you why. We have all these course policies. What is it- the program policies that apply to every class, right? [...] We can think about that as the overarching, like, theme and the program. But I think if I'm supposed to interpret it course by course like [Comp1], [Comp2], whatever, [SLW2], I think they exist.

Her hesitancy stemmed from the perceived tension between the multiple layers of policies and requirements within the WP, mainly between program-level policies and course-level policies. Examples of this include ensuring students, by the end of their FYC course sequence (see Table 2.2), achieve all the student learning outcomes given by the WP while also specifically attending to the outcomes identified for each specific course (outcomes are listed in appendix A). This confusion is often created by the lack of meso-level attention to how each micro-level course addresses the outcomes, often meaning, for example, that students who all took SLW2 may be going into SLW3 with different experiences and knowledge. She also noted a general confusion amongst instructors about what is and isn't permissible in terms of personalizing the curriculum:

It is almost always up in the air. Cause [instructors] don't really know what's going on. Or, you know, I mean [writing program administration] inform them, but it's somehow

missing. And then we hear [about instructors] assigning students five different literature novels—books—and expect them to read in their first year writing course, um, those are creating confusion.

As mentioned above, after our initial discussion of how she defined curriculum, Anne appeared to use an expanded definition where curriculum meant not just the texts but also the more abstract elements and influences that align with how curriculum is defined for this current project (see chapter one; Lerner, 2019). This became especially obvious when she discussed what she felt the WP curriculum was lacking. Beyond policies and texts, Anne identified more contextual influences that should be a part of the WP curriculum, but that she believes are currently not:

So I don't think the classroom realities or teachers' concerns are represented in the writing program curriculum... So that, that's the missing part in the writing program, you know, like what's happening in the classroom or how they should be achieved in the classroom. That part is missing. We have macro whatever things—"This is our writing program. These are the goals,"— but when it comes to...bringing those into the classroom, that part was very challenging for me.

Anne's concerns about the disconnect between the different levels of stakeholders reflects a common theme that runs amongst the participants of this study. Almost all of the participants noted some level of disconnect or uncertainty about the role of the micro-level (i.e. the classroom) in designing the meso-level (i.e. the intended curriculum as put forth by the WP). These issues will be discussed further below.

Charles

I have known and worked with Charles throughout my entire time in the university WP and have witnessed him transition from graduate teaching assistant to full-time faculty member. At the time of the study, Charles was a faculty member in the WP, overseeing the courses being taught at a partner campus abroad. He had been teaching in the WP in some capacity for 11 years. Within that time, he had gone through the applied linguistics PhD program, teaching as a graduate assistant in the WP before becoming faculty. In Spring 2020, he taught both SLW1 and SLW2 at the partner campus, but the most common course he identified as teaching was SLW1. Prior to teaching at this university, he taught composition courses to English language majors for five years abroad at another university. He had also taught in several other contexts: an IEP, a TEFL/TESL training program, and at the current university where he taught a required course for the applied linguistics PhD and another non-composition English course (Intro to English Language).

We started our conversation the same way as I did with Anne: by discussing his general understanding of curriculum and how he would define it. Charles explained his understanding of curriculum as “the plan for the course, especially as it relates to how the goals of the course are accomplished and through what materials and activities they’re accomplished.” He also believes “that broadly [...] the curriculum is supposed to [...] help prepare students to be able to use these sorts of things [curricular topics] and apply these sorts of things outside of the classroom.” This connection between what the curriculum is and what it is supposed to do is prevalent throughout Charles’s interview.

In contrast to Anne, except for a general exposure to pedagogical approaches that relate to curriculum in a second language teaching methods course, much of Charles’s curricular

education was informal. He recalls the first time he was aware of the idea of curriculum early in his teaching career at a university abroad:

I had no formal training in education, at least not not exactly how to teach, so that came through, through the University I was teaching for [...] asking me what the curriculum was for [...] a class and saying, 'here's the curriculum' by giving us a book. So early on curriculum had a lot to do with or had a close connection with the book itself.

His understanding of curriculum has since broadened. He says, "I think coming to [this university] and teaching for [...] the writing program in particular helped me to see that [...] the curriculum was much more closely tied to the goals and [...] things that people were talking about with curriculum." Through the extended use of the course text, Charles came to understand that textbooks were meant to serve as a tool to enact curriculum, not the curriculum itself. He found that "the book was intended to accomplish certain goals that the course was intended to accomplish." So, for Charles, the book helped students achieve specific outcomes that led to the achievement of the overall course goals. Throughout his time at the university, he could see his understanding of curriculum evolving, redefining "what curriculum should actually mean at least as far as it helps [him] to practice it."

Charles's evolving understanding of curriculum parallels his experiences with the curriculum in the WP:

My understanding is that it's in constant change. It's a constant flux and [...] as new [...] professors come in to take [...] leadership over [...] it, they put their own particular spin on it. And sometimes that gets a little bit chaotic or a little bit uncertain. Let's [...] put it that way, a little bit uncertain [...], as far as really what we're supposed to do.

Because he had been teaching in the WP for eleven years, Charles saw this evolution play out

with a transition from “much more emphasis on textual analysis” to what he termed the “genre shift”, where

much more emphasis is placed on [genre] and learning through [genre], emphasizing awareness of genre and emphasizing the ability, the flexibility of [different genres]. My assumption is that is that the choices for the writing program broadly, not [...] my specific instantiation here [at the partner campus], but the writing program broadly, [...] they're looking at the trends in applied linguistics and in writing instruction and [...] they're trying to either push things forward [...] or they're trying to try out what other people have said.

Because he has witnessed all of this change, when asked if he thinks the WP has an overarching curriculum, his response was “maybe?” He qualified this by describing the need for evolution in terms of WP curricula: “If a writing program is going to be, is going to continue to contribute to the field and help not only the teachers that it's training, but also the students they are instructing, it has to change and there has to be some amount of uncertainty as we try out [new ideas].” So, for Charles, an important part of the curriculum is that it changes and responds to current contexts.

Even with the emphasis on change and flexibility, Charles still recognized that texts are an important part of the curriculum. In terms of the curriculum in the WP, Charles had a slightly different view on what artifacts he believed to be a part of the curriculum. This could be because he was teaching in a different context (abroad) than courses on the main campus. Because of this, even though he was teaching and directing courses associated with the main campus WP, certain changes had to be made. These mostly consisted of removing the course textbooks (required on the main campus) from the courses at the partner campus: “I don't use the [WP in-house

textbook] or other textbooks because they're cost prohibitive for my groups of students and I can't get access to them easily. Online access to textbooks can be blocked by the [...] government, so I can't rely on the students having access to them when I prepare my classes.” To make up for this, Charles added “realia in the form of student-found texts” to his list of curricular artifacts, along with the course policies, syllabus template, and course design parameters. He also discussed how texts can be added to the curriculum throughout the semester as the need arises: “There are smaller texts that enter into it on a much more emergent basis than necessarily planned from the beginning. But those are the small [...] examples and samples that come up that illustrate a particular point that's useful [...] for fulfilling those goals [...], for fulfilling the curriculum as [...] it exists.” Charles adapted the curricular artifacts he uses, whether or not they are those presented in the WP intended curriculum, and by adding his own to create the enacted curriculum.

While Charles recognizes the micro- and meso-level contextual influences on curriculum (e.g. the classroom environment, personal interests, time constraints, program politics), his discussion of macro-level influences was more in-depth and revealed just how important his international location was to his understanding and enactment of the WP curriculum. Some of the most important macro-level influences he noted were related to the local culture and society. He discusses this specifically in relation to stakeholders and topics he would like to address the following semester (the interview occurred on June 9, 2020 during the height of protests for racial equity in the United States and around the world): “the [local] stakeholders and the [...] people who influence what we can and can't say in the classroom. There are certain [...] issues that we can't really address but we kind of skirt around it. So the issues of race and freedom of speech and how and what the restrictions on those sorts of things are, how the police address the

protesters- that would have been something that I would probably try to address this year.” He implies that he would need to be strategic about how he addresses these issues in order to not upset the relevant stakeholders.

On a textual and technological level, one of the major influences he saw was “which apps and websites the main campus [in the United States] uses but [that] are blocked by the [local] government, and whether there are any alternatives that are native [to the country] (and therefore less likely to be blocked in the middle of the semester).” This can most clearly be seen in the partner campus program not using the textbooks required by the WP on the main campus in the US due to difficulties of accessibility. In lieu of these textbooks and their content, he tries to identify current events and pop culture stories that might be of interest to his students: “A lot of the events that are going on around the world, in particular, [the] local area become subjects [...] for what we discuss in the classroom [...] So just to say the events that are going on around that help the students to be able to see where it applies outside of the classroom context, [...] so basically events that are happening in the culture [that connect] with the curriculum.” In this way, the macro-level contextual influences are brought to the micro-level of the classroom and the students.

Charles’s struggles to reconcile the realities of his local context at the international partner campus with the intended curriculum provided by the main campus in the United States shows a different aspect of the struggle between the meso- and micro-levels of curricular design and enactment that Anne brought up. At the partner campus, there is an even larger perceived distance between administrators and teachers, between intended and enacted curricula.

Frederick

Next up is Frederick. He began teaching in the WP a year after I did, so we have worked together for many years. Frederick was a lecturer in the WP, having previously received his MA in applied linguistics from the university and teaching in the WP as a graduate assistant. In total, he had been teaching for five years in the WP. In Spring 2020, he was teaching SLW2, which is also the most common course he teaches. Although he had not taught any composition courses outside of the university's WP, he had worked as a tutor at his undergraduate institution's writing center. He has also taught ESL/EFL in various countries around the world.

We started out with his definition of curriculum. Frederick explained his understanding of curriculum as “the subjects taught and the learning outcomes of a course.” Later in the interview, however, he expanded on this definition to move beyond the more traditional definition he started with:

Curriculum can be [...] those [student-teacher] relationships, those [classroom] communities, those [physical] spaces, and that's still kind of grounded in those [course] goals of, you know, what brought these people together, right, [...] and that— that meant being maybe more of that, uh, the course topic and the SLO's and the projects and stuff, right? Why did I get this cool opportunity to, to be with these 19 young adults for [...] several months, right? How did I get linked up, you know, with them and that would be first starting with those SLO's [student learning outcomes] and that sort of thing and then that community emerges as part of what that is.

This intrinsic connection Frederick describes of the class community emerging from the implementation of the course goals and outcomes makes explicit how the micro-level is

influenced by the meso-level in this curricular network. It is part of why the definition of the enacted curriculum includes the intended curriculum (see chapter one and Figure 1.6).

Next, we discussed where he learned about curriculum initially. He felt he learned the most about curriculum “in the trenches” through “immersion,” stating, “My first experience with curriculum [...] was getting [exposed to] it [as a] student” in elementary and secondary school. But Frederick also cited several more formal places he learned about curriculum, including teacher training courses, experiences teaching abroad, new instructor orientations and preceptorships in the WP, and his applied linguistics master’s program. The interaction of all of these experiences has led to his current understanding of curriculum.

As relates to the university’s WP, Frederick does believe there is an overarching curriculum, mainly emphasizing the course goals and SLOs. He added that, despite a previous commendation he gave for the WP curriculum’s flexibility for individual instructors, “we’re required to put those [course goals and SLOs] in the syllabus,” thus constricting that flexibility slightly. He also emphasized the evolution of this curriculum, even if it’s “pretty regularly, seemingly every year, updated.” This parallels Charles's understanding of the WP’s curriculum as an ever-changing entity. When asked in the survey what artifacts currently (Spring 2020) make up the curriculum of the WP, Frederick listed the following: “The [...] learning management system, the two Writing Program digital textbooks, readings in the form of links and/or PDFs, the course syllabus, daily Google Slides used in class, and lots of documents for assignments, prompts, in-class activities, and other info and instructions for students.” Not only did his choice of curricular artifacts expand on his conceptualization of the WP curriculum, it shows a more nuanced understanding of what makes up a curriculum that aligns with his second, broader definition of curriculum (see above).

But curriculum is not just in the artifacts; it is also in how it is enacted, and that enactment takes place through teaching. Frederick, when asked about what influences his teaching, first went to the micro-contextual influences:

We're always [...] reacting to our students and their needs and the personalities they bring to the classroom in that classroom community. Other things that influenced—[...] of course I tailor things to what I like to teach and what I feel are my strengths as an instructor. Um, and then certainly just our colleagues right? [...] So yeah mentors and colleagues and peers, students. And me and my strengths.

The closest he gets to identifying influences beyond the micro level is by identifying the influence of his peers and colleagues. But, again, this is in reference to his own teaching. When asked about the influences on the WP curriculum, he necessarily expanded beyond the micro-level of individual teaching contexts to the larger meso- and macro-level contexts of the WP and the university as a whole.

Frederick first discussed his perceived view of one of the main functions of the WP: “If our function as a writing program [...] is to help students succeed in college, you know, that's university level and their writing assignments for other classes.” He continued,

I think that's not the only goal of what we do but I think that's one referenced a lot and that's, you know, supported probably by the fact that these [FYC courses] are basically required classes for nearly everybody. [...] I'm sure that comes top down from the college level and even the university level.

He clearly connects the micro-level realities of the individual courses, instructors, and students with the larger meso-level purposes of the WP and the overarching macro-level influence of the

university as a whole. Next, he discusses how non-WP courses that emphasize writing also influence the WP and its curriculum:

I imagine there's assessments of instructors, especially instructors with writing heavy classes across disciplines, of what types of assignments they're getting, where their students struggle, that sort of thing. You know we use that cliché all the time, especially with second language students right, you know, sometimes I think we maybe overlay that Boogeyman card, but we certainly give lip service to that idea of what these other instructors are saying in our students' other classes, especially when they're second language writers.

He moves from the idea of these other courses as a general influential factor to how that is then interpreted on a micro-level by SLW instructors for their students. Finally, he looks beyond the university:

[The university] being a huge tier one public research university [...] I'm sure there's all kinds of standards. You know, even when these [program] assessments come in and our—well, I'm going to say previously award winning writing program, when we used to have a 19 student course cap and that sort of thing, right, which is now, uh, way back up to 25—but yeah, those [...] standards, you know, both that I'm sure are come up with, you know, at the university level and probably [...] across University institutions across the country of what we would expect freshmen to do and [what] their needs are.

Frederick only discussed the meso- and macro-level influences of the WP curriculum, leaving out any discussion of micro-level influences. This parallels Anne's (and Charles's) belief that “classroom realities” or “teacher concerns”, both micro-level influences, are not present in the creation and adaptation of the WP curriculum on a program level.

Jane

Out of all the participants, Jane was the one I had worked with the least as she had only been in the WP for two years. Jane was a second year student in the university's applied linguistics two-year Master's program. At the time of the interview (May 2020), she had just graduated from the program and was preparing to start a public high school teaching career the following Fall. I believe that the fact that she had officially left the WP at the time of the interview allowed her to not constrain her responses as much as if she were still teaching in the program. Also, out of all the participants, Jane was the only one who did not focus her research or future work on SLW. It was refreshing to have this perspective in my data, as it represents an important subset of the SLW instructors in the WP that is often overlooked: those who are teaching SLW as graduate teaching assistants but do not plan on continuing in SLW after graduation. In Spring 2020, she taught SLW1, which is also the course she identified as her most commonly taught. Prior to teaching in the WP, Jane had no other formal teaching experience. In the survey, Jane defined curriculum as:

the aspects of a course that are common across all sections of the same course, regardless of the teacher. This might include goals/outcomes, major projects, general sequence of topics covered, and more. Some curricula [sic] might give more freedom to the individual teacher and some might give less.

During the interview, Jane expanded on this "freedom" by providing an example:

It's like everything that might be common across all of the sections of a course so that might, that might include different things depending on what the curriculum is, because I think you could probably have— you have some curriculums that are really, really

detailed like in— like the Spanish department at [the university] like the Spanish 101 courses are like set down to, like, the slides you use and so that would be really like a really strict curriculum. But then you have other curriculums, like the writing program's is pretty loose, I would say, where there's some general guidelines, but then everything that I do as an individual would not be part of the curriculum.

Throughout the interview, Jane emphasized her view of the overarching nature of curriculum—that it is the commonalities across courses that make up a curriculum, not an individual instructor's own touches or adaptations, which differs from the definition of curriculum being used in this dissertation. This could possibly be due to the fact that Jane had only been teaching for two years total versus the longer and more varied teaching experiences of the other participants. Jane came to her definition and understanding in a mostly informal manner:

I guess in some of my teaching courses [...] we've talked about, like, how curriculums can be good or bad or how, like, programs create curriculums rather than like individual teachers, creating like lesson plans, but then like curriculum development is like a whole other like category, right, from teaching.

She remembered discussions of curricula that were already built or created, but distinguished the actual design or development of curriculum as separate from its enactment.

When asked to describe how she would visualize a curriculum, Jane had a very similar response to Anne's, as they both initially stated that the first thing that comes to mind would be text-based:

I think that if I'm going to like visually picture, I still think of, like, a textbook, but it's much more than that. Maybe like a— picturing, like, in, like, elementary school, you

have [...] the textbook, then you have with the teacher's guide as well. And so that is kind of like a curriculum with the teacher's guide part. Specifically, maybe, because it's, like, "Here's what you're going to do. Here's like activities you might do. And here's the answer keys and here's like quizzes" and whatever.

Similar to Anne, Jane also recognized that there is more to curriculum than just a textbook or teacher's guide. She continued her visualization by adding that "it might include some of the [...] affective stuff behind it, it might say, like, 'In this curriculum, we really want it to be student led' or 'In this curriculum we really want it to be whatever', [...] like, the values of the curriculum." She summarized all of this by saying that the curriculum is "like the general [...] sequence of [...] what students will learn or, like, the general goals and outcomes of what students will learn, maybe some of the materials." So she moved from a textual emphasis to a more goals and outcomes-based definition, similar to Frederick's descriptions of his conceptualizations of curriculum, moving from the more concrete to the abstract. For all the participants, as we dug deeper into their curriculum knowledge, their original definitions of curriculum often broadened, but the degree of broadening varied across participants.

As with all the interview participants, when asked whether the WP had an overarching curriculum, Jane answered with hesitancy but eventually came to the conclusion that there is some form of overarching curriculum:

Um, we definitely have, like, an overarching, like, sequence of learning. It is, it's, it's more, like, loose than some or many curriculums are but I- It's kind of like in a gray area of, like, is it a curriculum or not, because it's not "anything goes" there's definitely, like, a set of stuff if you teach [Comp1], everyone's going to teach kind of basically the same thing. So I guess so, yeah. Yeah, I would say so.

She expanded on this “gray area” of structure with flexibility for instructor personalization:

I really see in the writing program like what they give us, their curriculum, desire for us to make it our own class, which I actually really, really value as a writing program teacher that it was really, really clear that we got to take their kind of skeleton and make it our own. It was kind of very overwhelming at the beginning, but I really enjoyed it, because it gave me the freedom to, like, figure out how I wanted to teach.

The flexibility in the WP curriculum, which Jane enjoyed, also made it difficult for her to determine to what extent there is an overarching curriculum. Based on her own definition, curriculum is more rigid and prescriptive, so this room for adaptation and interpretation didn't match with her conceptualization of what a curriculum should be; however, Jane did eventually conclude that there is an overarching curriculum, thus implying that this amount of flexibility can still align with her own conceptualizations, possibly implying a broadening of her understanding of curriculum.

That flexibility means that there are many things that can influence the enactment of the curriculum. To start, Jane stated that she “kind of go[es] for a needs analysis approach” to identify “who are [her] students, what are they likely to need or to already know, or to not know, what values or expectations might they have, if [she] might already know that or if [she has] to find out.” She also identified some of what she termed “the really practical things” that will influence her planning and teaching: “what is the classroom like, [...] how long will the class be, will there be expectations for homework.” Jane also added,

I have, like, a little list of things that I think are really important that I kind of try to put into, like, any course, which would be things like developing a mindset of growth and development or a mindset of, like, if I'm teaching a language class of, like, global

Englishes or just, like, [language] variety in general, whether that's like register or something. So all of my little like pet projects that I've put in.

All of these influences go into how Jane enacts the curriculum in her classroom, whether or not she might intentionally include them under her original definition of curriculum. Some of these influences also represent other curricular venues (i.e. hidden curriculum) that will be explored further in the next chapter. If asked, Jane might not consider all of this as part of her curriculum knowledge. Based on this dissertation's understanding of curriculum knowledge, Jane might have more than she is aware of!

Elizabeth

Elizabeth and I began teaching in the WP at the same time and have collaborated over the years. Our common experiences both within and outside of the WP allowed for the most open interview of the study. This relationship also helped Elizabeth feel at ease during the interview and allowed her to freely express herself in her answers. I must also share that Elizabeth and I had an almost identical graduate education and explored related topics in our research. Thus, Elizabeth's curriculum knowledge was shaped in a manner very similar to my own. Elizabeth was in her sixth year of teaching in the WP as a graduate assistant, and in her fourth year of her PhD program in applied linguistics (she also completed her Master's in applied linguistics at the same university). She had taught a variety of courses in the WP, but the one she identified as her most commonly taught course was SLW2. Elizabeth was not teaching in Spring 2020 due to holding a professional development position within the WP administration. She had not taught any composition courses outside of the WP, but she had taught middle and high school ESL courses in another country as well as English courses for adults in an IEP in the United States.

In the survey, Elizabeth defined curriculum as “a broad set of materials used to plan and teach a course. Some of these materials must be strictly adhered to while others would serve more as guidelines or inspiration.” During her interview, however, after sharing what she initially identified as the curricular artifacts for her course, she expanded her definition:

I think when I responded initially [in the survey] I was more focused on what's actually used in the course, and then today as I was [sharing] the documents [...], I was thinking also more about what informs my approach to the course itself and the materials I'm using in it. So I included some of the materials that I didn't include in [my responses in] the survey. Because it wasn't just, it wasn't just what I was developing for the course, but broader materials that represent my point of view for approaching it.

As a reminder, the purpose of the participants sharing what they identified as the curricular artifacts for their course was to add a different method of understanding what they consider to be part of the WP curriculum (rather than just listing the artifacts as requested in the survey).

Elizabeth demonstrated why this artifact collection was important; for the survey, participants were most likely just listing artifacts from memory, but when asked to share specific artifacts, they needed to review the actual artifacts themselves, allowing them to create a more nuanced collection of artifacts. Not only did Elizabeth include artifacts listed in the survey, she also added screenshots of resource repositories where she was able to find additional resources for her course. These repositories, then, can be seen as curricular artifacts themselves because they are essential to the adaptation and/or creation of artifacts for Elizabeth's courses. Still, even with this broader understanding, when asked to visualize what a curriculum looks like, she returned to a slightly more text heavy description:

I think a lot about the content of the course- what students are reading and doing, yeah. What major projects or tests they're going to have, broadly, and then, I guess, all of the homework assignments that scaffold up to that which looks different, depending on what kind of classes.

Elizabeth's curricular education was very similar to Frederick's: mostly informal education beginning as a K-12 student and then continuing with that informal education throughout her teaching experience. Elizabeth recalls her initial encounters with curriculum:

As a student is what's had the biggest impact on me, like, I don't know, reading curricula, math curricula, that were—they felt a lot more rigid as, like, you need to read these things and do these things in order to be ready for the next course in a sequence.

She contrasts this with the flexibility of the WP curriculum: “The writing program's very different from that [previously mentioned rigid curriculum] because there's so much flexibility and it's not as easy to measure like ‘Have you done this?’ and ‘Do you have a certain level of ability?’ So it's fuzzier here.” Elizabeth mentions some discussion of curriculum-adjacent topics, like assignment order, in her required WP preceptorship, but in general, “as a teacher, I don't—I'm sure we've talked about it, but I don't have any like one experience that comes to mind as like ‘Here's how we conceptualize our curricula.’” So her understanding of curriculum was not founded on any formal education, but rather on her formulating her aforementioned definition based on a summation of all relevant experiences.

When asked whether the WP has an overarching curriculum, Elizabeth echoed the hesitancy of others to answer strongly in the affirmative:

That's a hard question. Yes, because I guess because of the SLOs [(student learning outcomes)...] And then what sequence that's happening across the two or three or one

course, depending which path students are taking, it's fuzzier, though, since there's a lot of flexibility with the major assignments, because depending what you're doing for those assignments, you're going to do different activities leading up to it. So, I don't know, there's a lot of guidance about what the writing program values. And that's, you know, [...] lots of different places.

Those values that Elizabeth mentions connect back to how she expanded her definition of curriculum to include things that influence the curriculum. She responded to a follow-up question about whether those values are in fact part of the WP curriculum:

I think so because it [those values] shapes how you're planning and what approach you're taking. So that's part of the reason that I included the “Principles of Teaching (sic) Writing” [curricular artifact] today [in the shared curricular artifacts previously mentioned...]. I was like, I might not reference it exactly when I'm planning, but those are all ideas that are ingrained in me that influence how I'm approaching teaching so, yeah, that is shaping what I'm doing in the class and how I'm interpreting the curriculum.

Elizabeth's inclusion of the “Principles of Writing” (see appendix B) indicates an awareness that there are values shaping the curriculum. The fact that she recognized this enough to include the “Principles” with her other curricular artifacts possibly indicates that Elizabeth's own values as a SLW teacher align with those espoused values of the WP (as evidenced by the “Principles” curricular artifact).

As with other participants, like Frederick and Jane, Elizabeth often initially described aspects of curriculum from a more text-oriented approach, but then expanded that approach to include more non-tangible elements of curriculum, such as the values she indicated in the above quote. She did, however, make a clear connection between the tangible artifact (“The Principles

of Writing”) and the values that are represented by that artifact. The connection between the artifact and what element of curriculum it represents was very clear to Elizabeth. Even though she admitted that she doesn’t actually refer to “The Principles of Writing” when planning her course, she recognized that the values presented in that artifact are a physical manifestation of the WP’s values and that they align with her own beliefs on how to best teach writing.⁷

Elizabeth also discussed the changes she has seen in the WP’s curriculum during her six years there, saying that it has “been kind of a strange shift” from when she first started in the WP “because the trajectory so far [...] has been from [...] the more rigid assignment sequence of assignments to a lot more flexibility as long as the SLOs were being met.” She felt that this also adds more room for instructor adaptation, because, as previously mentioned, “depending [on] what you’re [instructors] doing for those [major] assignments, you’re going to do different activities leading up to it.” Even though she appreciated this flexibility in how instructors enact the curriculum, she still felt that “a lot of the bigger decisions [about the WP curriculum] are made without me in the room.” This balance between flexibility and room for instructor interpretation versus the top-down nature of some of the curriculum parallels Anne’s experiences with that same curriculum.

In terms of what influenced her own teaching and enactment of the curriculum, beyond her “previous teaching experiences” and “certain activities, materials, and lessons that have been

⁷ Table 3.1 indicates that, out of the nine completed surveys, only six of the respondents indicated that they used or referenced the “Principles of Writing” in their own course and curriculum planning. Further inquiry is needed to determine how that particular artifact is actually used by SLW instructors in the WP: whether, like Elizabeth, they use the “Principles” as a representation of their own teaching values that already align with those of the WP, or as a guide to help them more closely align possibly differing or contradicting personal values with those of the program they are meant to represent, or simply as a reminder at the beginning of a new semester that there are underlying principles and values in the WP curriculum that all teachers could do well to review.

really successful [that she] update[s...] as needed,” Elizabeth emphasized the interactions she had with colleagues in the WP, specifically other SLW instructors. Although these would be classified as meso-level influences, as they are beyond the micro-level of the classroom, they still are distinct from other meso-level influences that are more collective or administrative, for example, WP-wide policies and procedures. Elizabeth highly valued the opportunities to interact with colleagues also interested in SLW and related topics. She discussed her “individual interactions with colleagues” as generative and fruitful, stating the reason to be

because I have certain colleagues that I enjoy sharing materials with and they enjoy sharing materials with me. And so sometimes that's like a text or an email about this song I found that would be fun to use for this activity or this article on something that would be helpful for this unit.

These seemingly small interactions between colleagues are played out on a slightly larger scale through WP-wide professional development opportunities, especially those specifically aimed at SLW instructors. These opportunities ranged from meetings to “just [talk] about what we were doing in our courses and challenges you're having and materials we found and resources that we were sharing” to more formal opportunities to discuss relevant scholarship in the field. Elizabeth believed that “the topics we've talked about and readings that we've read for [these more formal opportunities] have been relevant for teaching.” So this macro-level influence of relevant disciplinary research was disseminated in meso-level groups and meetings that allowed for discussion on how it might best be implemented at the micro-level of the instructors' individual courses. Elizabeth summarizes all of these influences thus: “I've also updated my approaches as I've learned more about writing pedagogy through [graduate] coursework, pedagogy literature, colleagues, and professional development experiences.” Not only have her

teaching approaches changed, but she has also demonstrated evolution in her understandings of curriculum.

“It’s just a handful of people trying to be on the same page”: Summarizing SLW Instructor Experiences

These five case study participants represent a small portion of the SLW instructors at this particular university, but the similarities and differences within and across their experiences highlights several important trends related to their curriculum knowledge. Several of these (i.e. those related specifically to curricular venues) will be explored in detail in the next chapter. One trend that is of interest here is that all five participants started with an initial description of curriculum, but through the discussions that ensued in the interviews, possibly due to my already-established relationship with the participants as a teaching colleague, more nuance emerged that led to a more well-rounded and in-depth conceptualization of curriculum by the end of the interviews (even if the participants themselves did not realize they had adjusted their conceptualizations). Thus, even if at the beginning of the interview, their curriculum knowledge appeared limited, further discussion and questioning led to them presenting a broader overall curriculum knowledge than initially demonstrated. These changes are outlined in Table 3.2, along with how the participants originally conceptualized curriculum at the beginning of the interviews. These differences in the participants’ curriculum knowledge and how the participants conceptualized curriculum at different points in the interview is explored in more depth in the next chapter, where differentiation between explicit descriptions and implicit discussions will be defined and explored.

Table 3.2

How each participants' conceptualization of curriculum evolved (or did not evolve) throughout the interview process

Participant	Initial Conceptualization of Curriculum	Changes Made/Nuances Emerged in Conceptualization of Curriculum
<i>Anne</i>	“The plan that educators develop to achieve some certain learning outcomes [...] in some specific learner groups.”	<ul style="list-style-type: none"> → Recognized that she often falls back onto a text-focused conceptualization → Attempted to actively address other aspects of curriculum throughout interview (awareness of bias towards texts)
<i>Charles</i>	“The plan for the course as it relates to the goals and how those goals are accomplished, [...] including approaches, materials, activities and how those fit in with the overall trajectory of the course and how those fit in with the overall goals.”	<ul style="list-style-type: none"> → Emphasized the extreme contextual nature of curricular enactment, specifically as relates to his own international context → Evolution of personal understanding of curriculum aligned with WP-level of curriculum
<i>Frederick</i>	“It's the subject of a course in what you hope your students learn, and then how they get there.”	<ul style="list-style-type: none"> → Broadened definition to include more elements of curriculum (from documents and policies to communities, relationships, and physical spaces)
<i>Jane</i>	“It's like everything that might be common across all of the sections of a course so [...] that might include different things depending on what the curriculum is.”	<ul style="list-style-type: none"> → Stuck mostly to original definition (“common across all of the sections of a course”) → Identified importance of flexibility in WP curriculum as allowing for teacher agency in enactment
<i>Elizabeth</i>	“The broad set of materials used to plan and teach a course.”	<ul style="list-style-type: none"> → Added “Principles of Writing” artifact to represent personal

		<p>values about the teaching of writing (as an influence on her curricular planning/enactment)</p> <p>→ Emphasized that her evolving understandings of curriculum are related to her evolving understandings of the field of SLW and interactions with fellow SLW instructors</p>
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CHAPTER 4: CURRICULAR CONVERSATIONS

We now have a general understanding of the five participants' curriculum knowledge as relates to curriculum in general and the WP curriculum. In chapter three, we saw that there are similarities and differences in how they expressed their curriculum knowledge and what is contained in that knowledge. The previous chapter presented the curricular artifacts of the university's writing program plus overviews of the curriculum knowledge and experiences of the case study participants as described by them through surveys and semi-structured interviews, in the process providing initial answers to research question one (related to general curriculum knowledge and conceptualizations) and research question two (related to specific curriculum knowledge in relation to the WP). This current chapter will look both within and across the case study participants' surveys and interviews to identify patterns and trends to better understand how these SLW instructors conceptualize, define, and discuss their curriculum knowledge through the framework of curricular venues. Throughout participants' surveys and interviews, they discussed curriculum in a variety of ways, and the lens of curricular venues provides a method for better understanding and organizing those discussions. This chapter will then discuss relevant curricular venues (i.e. intended, tested, enacted/taught, and hidden/null) and the different ways participants brought these into the conversation (either explicitly or implicitly, which will be discussed in more depth below). The framework of curricular venues will allow for a richer discussion and deeper understanding of the participants' curriculum knowledge by allowing for categorization of the types of curriculum that each participant emphasized throughout the data.

The concept of curricular venues lends itself well to this project because it provides a framework for exploring and analyzing the nuances in the curriculum knowledge of the participants. This is especially relevant in analyzing how they describe and discuss curriculum

when explicitly asked about their understanding of the term (explicit description) versus when more implicitly targeted questions are asked to elicit a broader description of their curricular experiences (implicit discussion). This distinction is important because it allows for deeper insight into the actual role curriculum plays in the teaching experiences of SLW instructors. When explicitly describing curriculum, instructors often draw upon their theoretical knowledge of the topic, based on how they have heard the term used in the past, whether in formal or informal educational settings (see chapter 4). But this theoretical knowledge often doesn't align with how the instructors actually interact with and enact the curriculum. That is revealed through prompting of implicit discussion, focusing on their practical knowledge of curriculum. In other words, asking instructors to define curriculum (explicit description) does not mean that that theoretical definition aligns with how they 'define' curriculum through practice and discussion of practice (implicit discussion). The variety of knowledge revealed through both explicit description and implicit discussion all contribute to the participant's overall curriculum knowledge.

To better understand the nuances of that practical knowledge expressed through implicit discussion and how it differs from the theoretical knowledge shared via explicit description, curricular venues will be employed to examine the intricacies of the instructors' relationships with curriculum. As Table 4.1 shows, certain curricular venues were more often referenced during explicit description than implicit discussion (intended and taught curriculum) and vice versa (enacted/taught and hidden/null curriculum).

Table 4.1

References to curricular venues during either explicit description or implicit discussion in case study participant interviews

Explicit Description			Participants	Implicit Discussion			
<i>Intended</i>	<i>Enacted</i>	<i>Tested</i>		<i>Intended</i>	<i>Enacted</i>	<i>Tested</i>	<i>Hidden/Null</i>
4	0	1	Anne	3	7	1	0
2	0	0	Charles	2	5	0	1
1	2	3	Frederick	3	6	0	0
2	1	0	Jane	1	4	2	2
1	1	1	Elizabeth	2	3	2	1
<i>10</i>	<i>4</i>	<i>5</i>	<i>Totals</i>	<i>11</i>	<i>25</i>	<i>5</i>	<i>4</i>
<i>52.6%</i>	<i>21.1%</i>	<i>26.3%</i>	<i>Percentages</i>	<i>24.4%</i>	<i>55.6%</i>	<i>11%</i>	<i>9%</i>

The emphasis on the manner in which the knowledge is shared (either via explicit description or implicit discussion) is relevant in that it indicates not just the type of knowledge (theoretical vs practical) but also provides insight into an instructor's understanding and interpretation of what curriculum is and what it isn't. They may implicitly discuss something they wouldn't explicitly describe as curriculum, but that idea could still be considered a part of the curriculum as defined in this study and by curriculum studies scholars. Implications of a better understanding of this distinction and why it exists are broad and relate to teacher education, curriculum design, materials design, and more. These implications will be discussed further in the next chapter. As a reminder, all the data discussed here are only a small representation of the participants' actual curriculum knowledge.

Intended Curriculum

Intended curriculum is that which is formally planned and presented, often through official curricular artifacts (Schubert, 2008). It is the curriculum that is *intended* to be taught in the classes of the program. In the case of this particular WP, the intended curriculum would include the top-down curricular artifacts described in chapter three and the information they are explicitly presenting. This does not include any possible “hidden” meanings or influences, but rather is the curriculum that is presented when we take those artifacts at face value.

Explicit Descriptions

Intended curriculum was the most common venue referenced when the participant instructors were explicitly describing their understandings of curricula (see Table 4.1). This is not wholly unexpected, as the definitions of *curriculum* that appear in texts and materials most commonly consumed by SLW instructors often solely include the intended curriculum (and possibly the tested curriculum) (see chapter one). This aligns with the educational experiences the participants described, and how each participant defined *curriculum* (see Table 3.2): when expressly asked to provide a definition or descriptions of the term, what was often described was the intended curriculum⁸.

Some of the terms that were often used in conjunction with an explicit description of intended curriculum (in both the definitions and other instances) included *plan*, *textbook*, *policies*, and *goals*. That aligns with Schubert’s (2008 in Lerner, 2019) description of intended curriculum as “the curriculum found in curriculum guides, frameworks, outcome statements,

⁸ It is important to note, however, that the definitions provided by participants were not limited to intended curriculum. Some included references to the enacted/taught curriculum, as will be discussed further below.

syllabi, and textbooks” (p. 19). All of these more formal documents were often what participants were referring to when engaging in explicit descriptions of curriculum, thus leading to those instances being categorized as intended curriculum.

This emphasis on formal documents and curricular artifacts in explicit descriptions of intended curriculum became more evident when participants were asked to describe how they would visualize a hypothetical curriculum if someone was talking about it (see Appendix E for the exact question). Anne responded by beginning with references to the intended curriculum: “I think textbook comes to my mind first and then policies and then course goals. I mean, maybe I can reorder them, you know, based on their importance, but like I said textbook, policies, course goals.” When asked to visualize, she focused on concrete representations of the intended curriculum she had originally described in her definition. This emphasis on formal curricular artifacts aligns with how Anne initially defined curriculum (see Table 3.2).

Frederick continued this emphasis on curricular artifacts, saying that when he visualizes a curriculum, he would visualize the following:

I guess most obviously, maybe for me anyway, would be something like a syllabus, um, you know [...] with whatever relevant course policies [... The] syllabi that we've always used [in the writing program include...] those course goals and learning outcomes. Not all, not all syllabi will have that, but you would expect to get an idea of that, even an implied idea, I'd say, by, you know, [looking] in a syllabus.

Frederick's comment makes an even closer connection between the abstract ideas of the intended curriculum (in this case, the course policies) and the artifacts that present those ideas (the syllabus). The course policies can be found in other locations and other artifacts, but the syllabus is the main tool that is used to convey those policies to the students.

All of these responses align with the survey and the survey respondents' selections for which curricular artifacts they use when planning their course (see Table 3.1). All respondents indicated that they use the syllabus template when planning their course. The syllabus template includes all the relevant course policies, goals, and outcomes, as referenced by Frederick in the above quote from his interview. Instructors can adapt some parts of the syllabus template, but the policies, goals, and outcomes are set and cannot be altered.

Implicit Discussions

As with the explicit descriptions of intended curriculum, participants commonly mentioned *plans*, *policies*, and *goals* when implicitly discussing intended curriculum. In terms of *textbooks*, though, there was a marked difference. Only Charles mentioned *textbooks* (and the related term *book(s)*), but this mention was more of a critique of how textbooks are often represented as the whole curriculum. Instead, Charles argued they should be used more as a tool for the achievement of course goals than seen as the intended curriculum itself:

The curriculum was much more closely tied to the goals [...] that people were talking about with curriculum. They were handing me a book and they, well really they and me, did not realize that [...] the point was that the book was intended to accomplish certain goals that the course was intended to accomplish. And that the things that were in the textbook [were] the way that you got there.

The other terms (*plan*, *policies*, and *goals*) are used in different ways, as well. As mentioned above, when used in explicit descriptions of intended curriculum, they are often used in a more abstract manner, referring to the idea of a curriculum and not a specific curriculum itself. In implicit discussions of intended curriculum, these terms are used to refer to a specific

curriculum, often that of the writing program. Anne described the writing program curriculum thus:

We have all these course policies [...], the program policies that apply to every class, right, but we also have separate plans and course goals for each class [Comp1], [Comp2]. [...]. We can think about that as the overarching like theme and the program.

Policies, plans, and goals all appear in Anne's comment, but they are all referring to the writing program curriculum rather than curriculum in general. This is a theme that appears throughout the data: implicit discussions are more often related to a specific curriculum, usually that of the writing program, whereas explicit descriptions are more often used in reference to curriculum in general.

Tested Curriculum

The tested curriculum consists of “the knowledge, values, and outcomes that are subject to assessment, whether at the classroom level or on a larger scale” (Schubert, 2008 in Lerner, 2019, p. 20). In other words, it is all that is assessed within a given course (Schubert, 2008). For the purposes of this study, the category of tested curriculum refers to assessment methods such as tests or major written assignments. Any discussion of these assessment methods fell into the category of tested curriculum, as the emphasis of those moments was on how “the knowledge, values, and outcomes that are subject to assessment” are actually assessed (Schubert, 2008 in Lerner, 2019, p. 20). Explicit descriptions of tested curriculum occurred at a higher rate than implicit discussions (as seen in Table 4.1), and indicate a heavier emphasis on assessment in instructors' theoretical knowledge of curriculum than in their day-to-day practical enactment of curriculum. In their theoretical knowledge, assessment is often a key component of the

curriculum, whereas in their practical knowledge, assessment is a means to identify student progress towards achieving the goals of the curriculum.

Explicit Descriptions

As with the intended curriculum, the tested curriculum was more often referenced during explicit descriptions. This connects to the aforementioned idea that many SLW instructors, such as those who participated in this study, often encounter definitions of curriculum in teacher education texts and materials that emphasize the intended and tested curricula. As with other references to curricular venues, explicit descriptions of those venues relied more on generally describing curriculum and not relating that description to a specific curriculum. Frederick did refer to a specific curriculum (the university's WP curriculum), but only as a contrast with some of his expectations regarding assessment in other curriculum outside of the writing program. For example, Frederick responded to the question about visualizing curriculum (see Appendix E for the complete question) by saying:

Something that isn't in our writing program context at all but I guess I would consider in some other contexts, things like--the same way that I mentioned major projects for us right and maybe the assignment prompts for those projects, I'd say like in a different type of— different type of class, like major tests are part of the curriculum. [...] In other classes, in other contexts, my mind is going to, I guess, anything that would be assessed. [...] You know, as part of a student's grade, so quizzes, tests, projects, all that sort of thing.

Frederick's description implies that the WP curriculum does not include major tests, which is true. The first-year composition courses do not have major tests like midterms or finals. Instead, major written assignments take the place of tests in terms of student assessment.

Elizabeth also responded to the same question by visualizing a more general concept of curriculum, but she did not tether that back to the WP. Instead, she said:

I think a lot about the content of the course- what students are reading and doing, yeah.

What major projects or tests, they're going to have broadly and then I guess all of the homework assignments that scaffold up to that which looks different, depending on what kind of classes.

She started by mentioning the content of the course and what students are “reading and doing”, with that “doing” serving as a transition to the tested curriculum. The “doing,” then, is aligned with assessment, but not necessarily the typical summative assessments (e.g. tests, projects).

Elizabeth also mentioned more formative assessments that are used to scaffold those assignments.

This relates to Anne's comment when asked to visualize “curriculum”: “In terms of assessment, the assignments: How am I going to assess my students' learning?— so the activities, the tools, you know, which platform am I going to use to enact this curriculum or to [...] put this course into action?” After starting her description of what she visualized with the intended curriculum (see above), she then moved directly to the tested curriculum: from textbooks, policies, and goals to assignments and assessment. Even when focused on a seemingly more general curriculum, Anne still uses language that allows for a broader understanding of assessment, both formative and summative. She does not refer to specific types of assessment but rather uses broad terms such as “assessment,” “assignments,” and “activities.” Again, these

broad, general statements are much more common in explicit descriptions as they are more easily generalizable to various curricula rather than the specific curriculum which is usually focused on in implicit discussions.

Implicit Discussions

The implicit discussions related to tested curriculum are mostly, as with the other venues, more closely connected to a specific curriculum, namely that of the WP. Through focusing on a curriculum that they are familiar with, the participants were able to more clearly describe their practical experiences with that curriculum and how they enact curricula in their teaching. Although they may not have been intentionally discussing curriculum and curricular venues, the topics discussed and issues raised align with the broader definition of curriculum used in this study and in the field of curriculum studies as a whole.

Elizabeth reflected upon her teacher training upon first arriving at the university and what was emphasized in the year-long preceptorship (a required 2-semester, 3-credit course for all new graduate instructors at the university that's purpose is to support these instructors through all the steps of teaching first-year composition courses). Based on her comments, it appears that the tested curriculum was emphasized in her preceptorship. Elizabeth commented:

I guess during preceptorship we talked about the assignment sequence and the— what assignments, what major assignments there were. There is a little bit less flexibility when we were in preceptorship of what the assignments were going to be so that was easier to talk about in some ways [...] because it was pretty set what— what you're going to do for the major assignments and in what order they were going to happen.

Elizabeth's focus on flexibility (or the lack thereof) and diminished graduate instructor agency in that first year of teaching (as demonstrated through her recollections of preceptorship) connects to Jane's frustrations with how the tested curriculum was presented: "They only talk[ed] to us about the first project and gave us kind of like curricular requirements for the first project and then they gave us the rest of them, like, throughout the semester, which was kind of frustrating." Both Elizabeth and Jane focused on some of their remembered frustrations from their first year teaching at the university. Those frustrations centered around the lack of flexibility in terms of the tested curriculum, whether as related to a more rigid assignment sequence or feeling a lack of control due to not knowing what all the major assignments in the course entailed when the semester began. Elizabeth recognized the lack of flexibility in the tested curriculum she encountered her first year teaching in the WP, but had a more positive outlook on that lack of flexibility than did Jane. This could be due to many factors, but is most likely due to the different people each instructor encountered in their preceptorships (both preceptors and other new graduate instructors). Elizabeth's and Jane's experiences emphasize the role of teacher training and education in the formation of curricular understanding. These differences might not appear in the explicit descriptions, but rather are part of the web of connections that is revealed through the implicit discussions of curriculum and curricular venues (such as the tested curriculum).

Enacted Curriculum

The enacted curriculum is a combination of both the intended curriculum and the taught curriculum: what is intended to be taught, what is actually taught (and how it is taught), and how and why those are different. This difference emerges from all of the realities of the classroom and teaching: time constraints, student backgrounds, teacher backgrounds, pedagogical

approaches, needs of the students, etc. (Kridel, 2010; Schubert, 2008). For this study, comments were categorized as *enacted curriculum* when they focused on the interaction between the intended and taught curriculum and how one becomes the other. Comments categorized as *taught curriculum* have been folded into this larger category of *enacted curriculum*, as even though they emphasize what is actually taught in the classroom, they often make the connection between what is taught and the curriculum they have been given. That process is the enactment of the curriculum (how teachers actually take the intended curriculum they are given and translate that into a meaningful learning experience for their students). An example of this would be a teacher choosing to adapt an assignment to the needs of their class and context, including both where the curriculum started (intended) and where it actually ended up (taught). The enactment would be the process the teacher went through to determine what from the intended curriculum would work, what wouldn't, and then actually conveying this adapted version to their students. Often, it is difficult to distinguish between the enacted curriculum and the taught curriculum as they are so interconnected; however, the taught curriculum can be thought of as the results of curricular enactment whereas enacted curriculum is the process that created that result. Again, for the purposes of this study, the enacted and taught curriculum have been combined and will be referred to as *enacted curriculum*.

Explicit Descriptions

Both Frederick and Elizabeth addressed the enacted curriculum when they were first asked to summarize their definitions of *curriculum* (see Table 3.2). Frederick responded, "It's the subject of a course in what you hope your students learn, and then how they get there." He starts out with the intended curriculum ("the subject of a course in what you hope your students

learn”), but then pushes further to include the taught curriculum (“and then how they get there”). This connection between the intended and the taught is the essential piece of the enacted curriculum.

Elizabeth gets at this connection, as well. She initially responded to the question by saying curriculum is “the broad set of materials used to plan and teach a course.” One could argue that this in itself represents the enacted curriculum because she mentions both planning and teaching; however, the emphasis is still on the materials used, which indicates intended curriculum. She continues by discussing her thought process in identifying curricular artifacts from her SLW course to share for this study:

I think when I responded initially [in the survey] I was more focused on what's actually used in the course, and then today as I was uploading the documents to the folder, I was thinking also more about what informs my approach to the course itself and the materials I'm using in it. So I included some of the materials that I didn't include in the survey [question about what curricular artifacts you use in planning your course]. Because it wasn't just, it wasn't just what I was developing for the course, but broader materials that represent my point of view for approaching it.

Elizabeth here is moving from solely focusing on the intended curriculum to a broader focus that includes teacher agency and approaches to teaching, a key component of the enacted/taught curriculum. Some of what she refers to as “what informs [her] approach” will also be discussed further below in the section on hidden curriculum.

Implicit Discussions

As seen in Table 4.1, most implicit discussions focused on the enacted curriculum. This in and of itself is a notable finding, as it indicates that when SLW instructors are not focusing on a formal definition of curriculum (where they tend to focus on intended curriculum), but rather just talking about their experiences with curricula, they emphasize the enacted curriculum over just the intended. Generally, what indicated that a participant was discussing the enacted curriculum was an attention to the taught curriculum in addition to the intended. Schubert (2008) said, “The taught curriculum can often be uncovered when teachers share their stories” (p. 408), and that is exactly what happened during the implicit discussions. The quote could perhaps be even more accurate if *taught* was changed to *enacted*, as that overlap of venues is where the richness of these teachers’ experiences lies.

Schubert’s notion is displayed very effectively in Jane’s experiences. As the interview proceeded, Jane very clearly explained her role as mediator between the intended curriculum and her students, showing how she translated some of the more rigid features of the writing program intended curriculum into a form that works in her classroom:

I think that I kind of purposefully [...] positioned myself as, like, between the writing program and the students sometimes, whereas, like, the way that I [...] presented, like, the writing program requirements to the students were, like, these are the things that I have to do. These are the things that I can't change. Here's the policies, here's what happens if you plagiarize, here's the textbook we have to use, like, you know, here's the outcomes we have to talk about and I kind of did that on purpose to be like these are the things I can't change, the writing program is the bad guy. And I am here to like navigate that. And

here's what I can do. And here's the policy I've created and here's my motivation and so that I can have some flexibility within these things.

This role of mediator also helped Jane build the relationship between herself as teacher and her students. By framing it in this way, Jane positioned herself as an ally for her students, as someone who is on their 'side'. The enacted curriculum, in this instance, is both the process and result of the framing and positioning that Jane performed to turn the seemingly negative policies of the intended curriculum (or at least her perception that her students might view these policies negatively) into a positive tool for creating a classroom culture based on mutual understanding.

While Jane positioned herself in this way in regards to some of the more strict policies from the WP's intended curriculum, she also shared her appreciation for the perceived agency that the WP allows its instructors in adapting that intended curriculum for their own courses:

I really see in the writing program, like, what they give us, their curriculum, desire for us to make it our own class, which I actually really, really value as a writing program teacher— that it was really, really clear that we got to take their kind of skeleton and make it our own. It was kind of very overwhelming at the beginning, but I really enjoyed it, because it gave me the freedom to, like, figure out how I wanted to teach.

In Jane's first comment above, she mentioned the pieces of the WP intended curriculum that cannot be changed: textbooks, outcomes, academic integrity policies, etc. These are often the pieces of the intended curriculum that are codified in curricular artifacts, specifically the syllabus template provided by the WP to all instructors (see chapter three). Once those curricular requirements are met, however, Jane emphasized a feeling of freedom in adapting the intended curriculum to her class's particular needs. This sense of freedom can also be seen in the syllabus template; there are areas meant for instructors to personalize and add any other relevant

information or policies, including their personalized course schedule of content and assignments. The mix of official program-level policies blended with instructor- or class-level policies in the syllabus template indicates that the template is part of the intended curriculum, but it becomes part of the enacted/taught when instructors adapt it for their own purposes (even though a large part of the artifact remains the same).

Charles echoed this sentiment regarding teacher agency, saying that he really appreciated the WP curriculum in “that it gives so much freedom to the teaching assistants to be able to experiment and try out, as long as they stay within [the course] goals.” Again, there is the emphasis on the intended portions that are required (the course goals), but also the agentic nature of the freedom to adapt within those requirements. He continued:

The writing program is supposed to be in a sense a laboratory outside of the curriculum, [to have] curriculum wide enough [...] to allow teachers to experiment with what's been going on, [...] whatever is new going on in the field [of writing studies or applied linguistics], [...] whatever people are trying to test.

This agency, according to Charles, allows for instructor freedom in experimenting with new pedagogies or methods from relevant research. This is especially important because, as Elizabeth pointed out, the WP is home to many prominent academics in the fields of writing studies and applied linguistics, specifically second language writing:

At the very heart [of the writing program curriculum is] I think research. We have a lot of really ambitious intelligent professors here that are helping refine our approach. So the changes that I've seen since I've been here I think have been largely because of the expertise we have, and they're growing understanding of the best and most equitable and most effective ways of teaching writing. And so that's probably pulled from research,

from conferences, from other writing movements that I'm maybe not experienced enough to be following.

Noting this emphasis on research is key in the WP, as in order to teach the SLW courses, instructors must have taken some form of course or additional learning on the subject of SLW. Some SLW instructors go on to do research related to SLW, creating an even deeper understanding of the realities of the SLW classroom and its connection to the intended curriculum.

This required knowledge also allows for a more focused and purposeful translation of the intended curriculum into the taught curriculum. This can be seen in Anne's description of the considerations she takes when planning/teaching a course:

So when I am teaching something, I am looking at my context for sure. So we prepared a syllabus right to achieve some goals, but it's more important to, for me, maybe not more, but at least equally important to know how you're going to teach something to your specific learner groups. Groups of learners or you need to tailor these goals or like find a way to make sure that you're going to teach them to your students.

Here Anne is giving equal weight to her students' needs as she is to a piece of the intended curriculum (the syllabus). She continues, providing specifics of what she looks for in order to best enact the intended curriculum:

I first try to understand the classroom dynamics to see what my students enjoy or I try to make sure that they have—I mean, there are some some things that I always do, peer work, group work, discussion, you know, but like, this while making sure that they discussed something, I sometimes use the [LMS] discussion board, I sometimes use Google Docs. So, but I definitely try to see the classroom dynamics and students' needs

and interests. [...] I tried to figure out the topics that they like to discuss and I sort of tied into the classroom context. If I believe that it's not going to be helpful, I remove them [the topics], but most of the time they work, like [SLW1], the students always—almost always—love to talk about World Englishes, so that works.

Anne's process is to start with the intended curriculum and then apply her students' needs and interests plus her own consistent teaching methodologies to that curriculum. These applications lead to adaptations, demonstrating that curriculum can vary from class to class, even with the same teacher. That is because when curriculum is enacted, the individual contexts of each instructor, class, and student influence how that curriculum is conveyed and then received.

Jane also goes through a similar process, likening it to “a needs analysis approach”. She asks herself the following questions: “Who are my students? What are they likely to need or to already know, or to not know? What values or expectations might they have? If I might already know that or if I have to find out.” These questions help Jane start on the process of adapting the intended curriculum into a curriculum that more closely meets the needs of her class (i.e. the enacted curriculum). She follows this in a similar method to Anne:

I have like a little list of things that I think are really important that I kind of try to put into like any course, which would be things like developing a mindset of growth and development or a mindset of, like, if I'm teaching a language class of like global Englishes or just like variety in general, whether that's like register or something.

As Anne shared that she always incorporates peer and group work, discussions, etc., more physical manifestations of pedagogy, Jane focused on the abstract and ideological. All of these manifestations can be considered part of the enacted/taught curriculum, but how visible they are means that some might also be classified as part of the hidden curriculum (see below).

Jane emphasized this need to understand her students before initiating the enactment process as she discussed the job she would be starting in Fall 2020, teaching at a local high school:

I think that I really like, I have to know who my students are first like I'm kind of struggling with [local high school] like I can't really visualize like what I'll be teaching yet because I don't know what those students will be yet or like what they need to know, what they do know yet.

Because she doesn't know who her students are yet (or even the general population of the local high school), she does not feel like she can appropriately prepare her classes. She has access to the intended curriculum, an important first step, but does not have the information necessary to translate that into a curriculum that meets her students' needs. Thus, she feels stuck and unable to truly conceptualize what her curriculum will look like in her new teaching context. Curriculum is often perceived as something a teacher has access to before beginning to teach a course, but in reality, that is often merely the intended curriculum. Even if a teacher is familiar with their students, the day-to-day functions and events of the classroom will influence how any curriculum is enacted at any given time.

Frederick also discussed how his students influence his curriculum, but he also mentioned adapting the curriculum based on his own personal strengths and his interactions with his colleagues:

Well, so I'm going to say [for what influences my course and teaching] my students first, right I mean, we're, of course we're always, you know, reacting to our students and their needs and the personalities they bring to the classroom in that classroom community. Other things that influenced— [...] I tailor things to what I like to teach and what I feel

are my strengths as an instructor. Um, and then certainly just our colleagues right? [...] So yeah mentors and colleagues and peers, students. And me and my strengths.

Frederick moved from the micro-level of his students, the specific classroom community, and his own strengths to the meso-level community of his fellow instructors, specifically his fellow SLW instructors. This hints at some possible similarities in the enacted/taught curriculum across SLW instructors in the WP, in that this sharing allows for already adapted lessons, pedagogies, activities, assignments, etc. to be used by multiple instructors in different classes. But even with this sharing of ideas and experiences, the realities of each individual instructors' courses and students results in variation. Even when teaching multiple sections of the same course, the slight differences in the sections (amongst students, classroom set-ups, time of day, etc.) mean that the instructor must adjust their teaching to that micro context (even if the adjustment is subconscious, for example, movement around the classroom must change depending on classroom layout).

Charles moves beyond the micro- and meso-levels when it comes to adapting the intended curriculum. He commented, "A lot of the events that are going on around the world, in particular [in the] local area, become subjects for [...] what we discuss in the classroom." He connects these current events to the course outcomes (as presented in the intended curriculum) to create a relevant and meaningful curriculum for his students. He says he does this to help students make connections between course content and "where it applies outside of the classroom context, so [...] basically events that are happening in the culture, that connection with the curriculum, between the curriculum." This is especially important for Charles because he teaches at one of the university's satellite campuses outside of the US. He has the difficult task of

reconciling the intended curriculum from the university's US-based writing program with the realities of his classrooms, creating his very unique enacted curriculum.

It is also important to note that all of the above instances of enacted curriculum relate to instructors taking the intended curriculum and adapting it into their enacted curriculum. There has been no discussion of the reverse happening: the enacted curriculum in turn being used to inform the intended curriculum. This is a concern highlighted by Anne:

I don't think the classroom realities or teachers' concerns are represented in the writing program curriculum. [...] It's a very top-down curriculum, nothing about the bottom-up practices. Pretty much everything [is] very top-down, [...] the policies are top down, the goals are top-down. "Let's teach these and these and these" [imitating a hypothetical writing program administrator] and they don't even check if those goals are really met. [...] Everything's very top-down and [...] that's why there's this gap between the institution and the actual classroom context. This is how I feel.

She returned to this sentiment later in the interview:

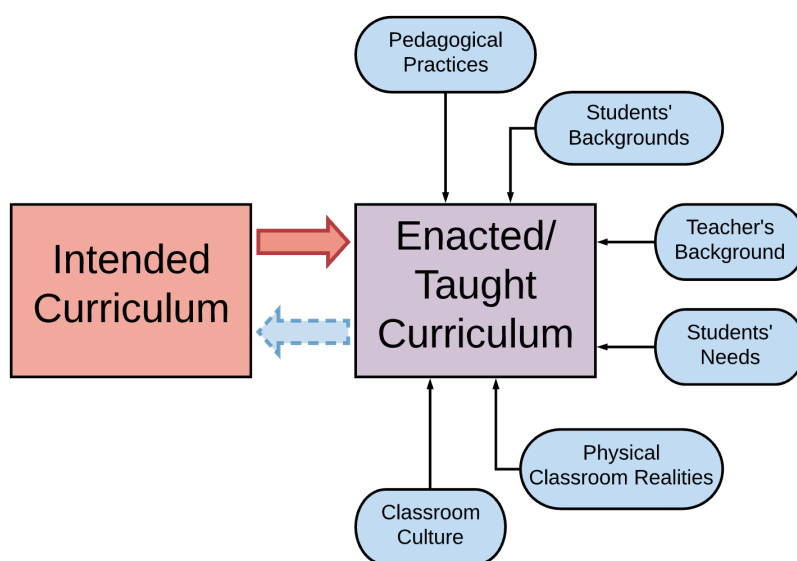
That's the missing part in the writing program, you know, like what's happening in the classroom or how they [the course goals and outcomes] should be achieved in the classroom. That part is missing. We have macro whatever things— 'This is our writing program. These are the goals', but when it comes to [...] reaching— bringing those into the classroom, that part was very challenging for me.

According to Anne, curriculum should function in a cycle: the intended curriculum informs the enacted/taught curriculum, and then the adaptations that were made in the enacted/taught curriculum to reflect the "classroom realities or teachers' concerns," as Anne said, in turn influence the intended curriculum. This process is illustrated in Figure 4.1. In this figure, the

intended curriculum informs the enacted/taught, which is in turn influenced by the different aspects of the realities of teaching (represented by the small blue ovals), but the enacted/taught curriculum (and its realities) does not inform the writing program intended curriculum, as illustrated by the dashed lines in the blue arrow returning from enacted/taught to intended. This is the disconnect Anne described. All of the rest is present in the writing program curriculum, but it is this reciprocal influence that Anne felt was missing.

Figure 4.1

Visualization of Anne's description of the university's writing program curriculum



This disconnect between intended and enacted curriculum is one of the most important ideas brought up by Anne. Her notion of the cycle of curriculum is a good one, and implies that it should act as a feedback loop, where input and feedback goes both ways (from intended to enacted and from enacted to intended). There are many reasons this disconnect could exist, including a lack of communication between program administrators and instructors. The possible

implications of this lack of communication and what could be done about it will be discussed in further detail in the following chapter.

Hidden and Null Curricula: Implicit Discussions

The hidden and the null curriculum have been grouped together as they both represent that which is not formally included in the intended, tested, or enacted curriculum. The hidden curriculum is “student learning that is not described by curriculum planners or teachers as an explicit aim of instruction even though it results from deliberate practices and organizational structures” (Kridel, 2010, p. 439). In contrast, the null curriculum is “that which is absent, left out, and overlooked [in] how curriculum is conceptualized, created, and enacted” (Kridel, 2010, p. 613). The hidden curriculum is what is not intentionally put forth in the formal or intended curriculum, but is still present as an underlying value or topic of importance. The null curriculum is that which is *not* included in other forms of the curriculum; it is that which is left out.

As seen in Table 4.1, the majority of the interviews focused on the intended, tested, and enacted curriculum; they focused on that portion of curriculum that is visible. There were two instances each of implicit discussion of the hidden curriculum and the null curriculum and no instances of explicit description involving the hidden or null curriculum. This implies that the participants’ curriculum knowledge (as presented in the data) is mostly composed of that which is visible. Ideas of the hidden and null curricula only come out when implicitly discussing ideas of curriculum. Not only are the hidden and null curricula not explicitly (or even implicitly, in the case of the null curriculum) included in the intended curriculum, instructors’ understanding of these curricular venues is ‘hidden’ from their own theoretical knowledge of curriculum, as expressed through explicit description. This is one of the things that often makes it difficult to

discuss hidden or null curricula—it is often hidden even from those who engage with it on a regular basis. But implicit discussions, like those in this study, allow for a broader exploration of how instructors understand curriculum. Even though they might not consider or reference these venues of curricula in their formal definitions, they recognize the influence of them in their teaching.

This influence is clear in Elizabeth’s discussion of what artifacts she chose to share, where she started to get at the hidden curriculum. Initially, she included just those artifacts that she explicitly used in her course planning process and that she considered part of her curriculum. Immediately before the interview, she added the curricular artifact “The Principles of Teaching Writing” to the collection, stating

So that's part of the reason that I included “The Principles of Teaching Writing” today.

[...] I was like, I might not reference it exactly when I'm planning, but those are all ideas that are ingrained in me that influence how I'm approaching teaching so, yeah, that is shaping what I'm doing in the class and how I'm interpreting the curriculum.

Elizabeth included that particular artifact as a physical representation of the values that imbue her planning and teaching. That artifact also provides a brief overview of some of the principles that shape the WP curriculum. Elizabeth’s discussion of this artifact has been included in the hidden curriculum section as, even though it may appear to be a concrete statement of the curricular values, it is a rarely cited and often forgotten document that most teachers do not use, reference, or even know exists. It has also been included here as Elizabeth stated that she doesn’t actually reference the document or use it, but that it is a mere representation of the values and beliefs that drive her enactment of the writing program curriculum. Rather than focusing on the artifact itself, Elizabeth instead focused on what the principles presented in the artifact were and

how they are similar to the values that inform her teaching. For Elizabeth, these values are not explicitly included in most of the WP's intended curriculum, but they still influence how she enacts that curriculum in her classes. These values are hidden, but still present.

Jane also briefly referenced the hidden curriculum during implicit discussion, specifically when asked what influences how she teaches or plans her course. She stated, "I have like a little list of things that I think are really important that I kind of try to put into like any course, which would be things like developing a mindset of growth [...] or of [language variety awareness]." Jane implied that she includes these things as an overarching influence on the course: things she wants her students to leave her course with but that are not overtly included in assignments or activities. They are not explicitly taught or a part of the intended or enacted curriculum, but they are values that she encourages through the choices she makes when enacting the curriculum. As such, they can be considered as a part of the hidden curriculum in Jane's course.

Jane again referenced this awareness of language variety when asked what she would like to see changed in the WP curriculum.

I mean this [...] is my, my favorite thing, but I would love to see more of an emphasis on not just genre and register, but also variety across space in, like global Englishes, even if it's just small acknowledgments of, like [how] people around the world use English differently. Just a little bit more, like awareness because especially for our domestic students when they're going to be encountering multilingual speakers or second language speakers and they have all these ideas of what English looks like, I think that like the [FYC] writing program is a really cool place where we- because everybody has to take it, where we could start to like, shake that up a little bit and like 'what is a native speaker?', 'why are you, like, who's the expert who gets to decide what's right?' Or even like basic

linguistic ideas of just like descriptivism and prescriptivism. That would be a really easy like entry point into all of that.

Jane would like to see the values she includes as part of her hidden curriculum become a part of the intended writing program curriculum. Because these values are not currently included in the intended curriculum of almost all of the university's first-year composition courses (the exception being SLW1), they can be categorized as a part of the null curriculum, at least for some teachers. For teachers like Jane, these values are a part of their hidden curriculum and even might make their way into the taught curriculum, depending on how explicitly they are incorporated into the course by the teacher.

Due to his unique context in a country with strong government control and censorship, Charles has had many run-ins with the hidden and null curricula, especially the null curriculum in terms of what types of content or topics can or cannot be addressed in his satellite campus's writing classrooms. Reflecting on the current events in the world at the time of the interview (June 2020), Charles discussed what he can and cannot teach:

The [...]stakeholders and the people who [...] influence what we can and can't say in the classroom. There are certain— certain issues that we can't really address but we kind of skirt around it. So the issues of race and freedom of speech and how and what the restrictions on those sorts of things are, how the police address the protesters [at the 2020 summer protests to end racialized police violence]—that would have been something that I would probably try to address this year [Fall 2020].

He addressed the need to appease relevant stakeholders, but he also addressed the need for teacher autonomy and the ability to allow for more agency in curricular content. For the stakeholders he mentions, topics like those Charles mentioned would be considered part of the

null curriculum. They are (often intentionally) excluded from the classroom. Charles, however, attempts to subvert this null curriculum, and perhaps incorporate these supposedly ‘banned’ topics into his classes as part of his enacted curriculum, albeit while still trying to appease the stakeholders. Categorizing Charles’s comment as just referencing the null curriculum is slightly limiting, and this gets at why the null and the hidden curriculum have been grouped together. The exclusion of some topics or values implies that there are other values that allow for that exclusion; that second set of values could be considered part of the hidden curriculum. This is a question that could be asked of all of the above comments in relation to hidden and null curricula—how does what is excluded in curriculum (i.e. null) reveal insights into the values under the surface that govern the formal curriculum (i.e. hidden)?

All of these interconnected curricular venues allow for a more nuanced understanding of SLW instructors’ curriculum knowledge, whether explicitly or implicitly. Recognizing that curriculum goes beyond just what is intended allows for a closer examination of how curriculum functions in different settings and interacts with different contextual influences. SLW instructors may define curriculum one way when explicitly asked to do so, drawing on their theoretical knowledge of the concept; however, by drawing on practical knowledge to tell their curricular stories and then putting those stories in conversation with one another, as has been done in this study, a more well-rounded and intricate picture of curriculum comes to light, allowing for insight into the instructors’ curriculum knowledge. While this study only examined five SLW instructors’ curriculum knowledge, implications for next steps and future applications abound. These future implications and applications will be discussed in the next and final chapter.

Again, this is not meant to be an exhaustive examination of the five instructors' curriculum knowledge. Rather, it is the first step in better understanding how explorations of SLW instructors' curriculum knowledge could be framed and organized, along with an initial understanding of the benefits of such studies. For example, one area that was not explored in this current study is that of race and ethnicity and the role these may play in the development and presentation of curriculum knowledge, not to mention the role they may play in curriculum enactment. This is an important area to explore, especially as relates to the hidden and null curricula. It is also essential to not just explore these ideas in relation to instructors but also to their students and the relationships between the two.

CHAPTER 5: TOWARDS A DEEPER UNDERSTANDING OF CURRICULUM KNOWLEDGE IN WRITING PROGRAMS

Although this study focuses on a small group of SLW instructors in one specific writing program at one university, there were moments of recognition amongst the participants on the role their particular context could play in the larger ecology of US university writing programs and vice versa. Through their interviews, they have revealed that, for them at least, they understand what their current role is as an instructor, but they also can see what their role could become in terms of a more dynamic and inclusive writing program curriculum. What follows will provide a summary of how this study has answered its research questions; will identify both concrete, actionable steps writing programs, specifically the WP in focus here, can take to address some of the concerns raised by the participants; and will give future directions for related research and inquiries into SLW instructors' (and others') curriculum knowledge.

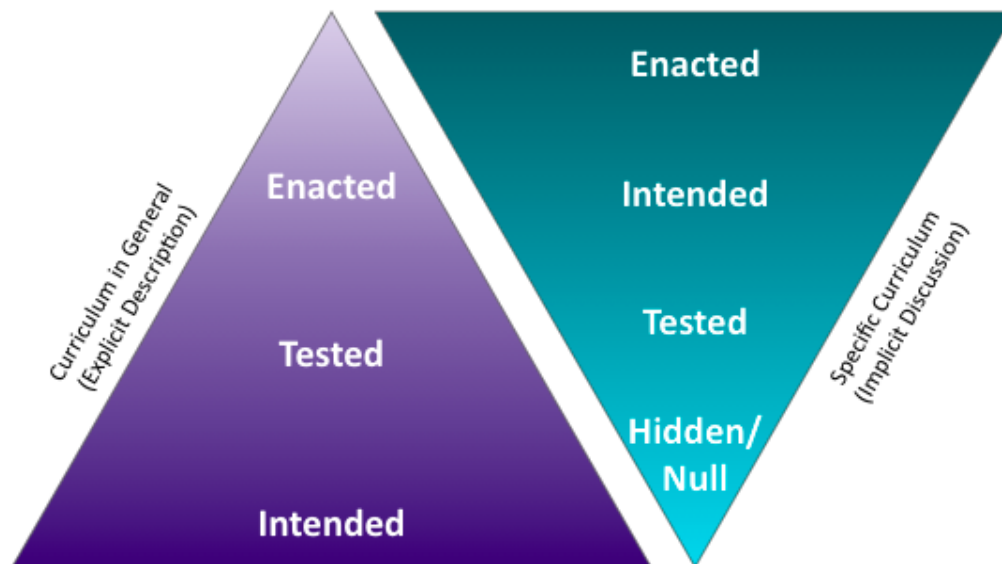
Answering the Research Questions

In this study, participants (SLW instructors in one university's writing program) described their curriculum knowledge and experiences via surveys and semi-structured interviews. Research question one (curriculum in general) was answered by participants when they used explicit description to discuss curriculum, while research question two (the specific WP curriculum) was answered by participants through implicit discussion. When asked about curriculum in general using explicit questions, participants responded by focusing more on a definition of curriculum that aligned with the intended curriculum, with a small number of references to the tested and enacted curriculum. This pattern was inverted when participants were more implicitly encouraged to discuss the actual specific curriculum they were currently (at the time of the study) interacting with (see Figure 5.1). These implicit discussions focused much

more on the enacted curriculum, with a small number of references to the intended, tested, and hidden/null curricula. To summarize, when explicitly describing curriculum, SLW instructors emphasized the intended curriculum; when implicitly discussing curriculum, they emphasized the enacted curriculum.

Figure 5.1

Visual representation of participants' explicit descriptions and implicit discussions of curriculum



Research Question #1: How do SLW instructors at one university conceptualize curriculum in general? What do they believe makes up curriculum in general?

The participants in this study, when discussing curriculum in general, often focused on the intended curriculum, with a few references to the tested and enacted. Discussions of general curriculum occurred when participants were explicitly asked to describe their understanding of curriculum. This indicates that, when attempting to draw on curriculum knowledge to define

curriculum, they most likely drew on their theoretical knowledge of curriculum as developed through formal and informal curriculum education. As seen in figure 5.2, the participants' initial conceptualizations of curriculum emphasized the more traditional definitions of curriculum (i.e. "a course of study"). With these initial definitions, the emphasis was on the intended curriculum. Charles and Frederick did start to move towards the enacted curriculum by adding the "how" to their definitions ("how those goals are accomplished" and "how they get there", respectively). All of the participants, however, throughout the interviews, moved towards broader and more nuanced understandings of curriculum, as evidenced by research question #2.

Figure 5.2

Participants definition of curriculum in general

Anne	"The plan that educators develop to achieve some certain learning outcomes [...] in some specific learner groups."
Charles	"The plan for the course as it relates to the goals and how those goals are accomplished, [...] including approaches, materials, activities and how those fit in with the overall trajectory of the course and how those fit in with the overall goals."
Frederick	"It's the subject of a course in what you hope your students learn, and then how they get there."
Jane	"It's like everything that might be common across all of the sections of a course so [...] that might include different things depending on what the curriculum is."
Elizabeth	"The broad set of materials used to plan and teach a course."

Research Question #2: How do SLW instructors at one university conceptualize their WP's curriculum? What do they believe is included in that curriculum?

Participants showed a different side of their curriculum knowledge when discussing the WP's specific curriculum that they were familiar with. This curriculum knowledge was revealed

through implicit discussion, meaning the topic of curriculum was not explicitly brought up, but through probing questions about their experiences in the WP, they revealed their specific curriculum knowledge about the program. These conceptualizations really emphasized the enacted curriculum as they were often talking about their own experiences translating the intended curriculum into the taught. The nuance in these descriptions of their experiences reveals a broader range of curriculum knowledge than that presented when asked explicitly. All participants moved beyond the WP's intended curriculum when implicitly discussing the topic. The discussions truly revealed the nuance of these instructors' understandings and experiences related to curriculum. Anne summarized the difference between her theoretical curriculum knowledge (as represented in research question #1) and what she sees as being part of the WP's curriculum:

I think that that might be one major problem in my case that still when I think about curriculum. I see the importance of all the other professional development, stuff like that. But they never come as the first first option. I still pretty much rely on texts and and I, you know, like those texts about principles or writing program policies, everything else, pretty much, I think, still the curriculum is enacted through texts, but the social aspect is really under-represented in my own understanding of curriculum.

Anne's recognition of her theoretical understanding of curriculum versus what she has experienced as part of the curriculum of the WP highlights the complexities of curriculum knowledge. It also indicates room for growth in the development of instructors' curriculum knowledge, which will be explored more in depth throughout the next several sections.

Developing a Curriculum Knowledge Framework

The above answers to the two research questions are an initial foray into the exploration of SLW instructors' curriculum knowledge. As a reminder, curriculum knowledge is an educator's comprehension and familiarity with "the complex relationship between subjects of study, learning environments, and learners' and teachers' histories, motivations, and aspirations, among other factors" (Lerner, 2019, p. 19). This study examined a specific aspect of curriculum knowledge: how SLW instructors defined and talked about curriculum in explicit and implicit instances of conversation. As described in chapter one, curriculum knowledge is often considered a part of the larger framework of pedagogical content knowledge (PCK). But also as shared in chapter one, when included in PCK, the curriculum in curriculum knowledge is often focusing on more traditional understandings of curriculum (i.e. the intended curriculum). As has been shown in this dissertation, curriculum is much more involved and intricate than that. Through the lens of curriculum venues, we have seen that it is key to explore the variety of ways curriculum is conceived of and presented throughout the curriculum enactment process and amongst a variety of stakeholders. This dissertation has only started to explore the nuances of curriculum knowledge, and there is a lot left to discover.

There are many frameworks to describe forms of knowledge, specifically as relates to teachers (Doyle et al., 2019; Shulman, 1986; Shulman and Shulman, 2004). In this study, a framework was devised based on when and how a participant discussed different forms and venues of curriculum (i.e. explicit descriptions versus implicit discussions). Many knowledge frameworks follow a similar pattern of explicit/overt versus implicit/covert forms of knowledge. The distinction I made in the data between explicit description and implicit discussion presents a new way of examining curriculum knowledge. Several similar knowledge frameworks have been

developed that I believe could be applied to curriculum knowledge to create a broader yet more detailed framework.

Procedural versus Conceptual Knowledge

One example of this is in the framework of conceptual versus procedural knowledge (de Jong and Ferguson-Hessler, 1996). This framework is often used in mathematics education, where procedural knowledge means knowing the steps to complete a problem and conceptual knowledge refers to knowing the reasons or theories behind those steps (for an example, see Rittle-Johnson and Alibali, 1999). The procedural knowledge is more explicit/overt, while conceptual knowledge could be categorized as implicit/covert. This could be applied to writing instructors' curriculum knowledge by differentiating between how to go about enacting a specific curriculum (procedural) versus knowing more about curriculum in general and the various stakeholders and processes that shape and change it.

Tacit versus Explicit Knowledge

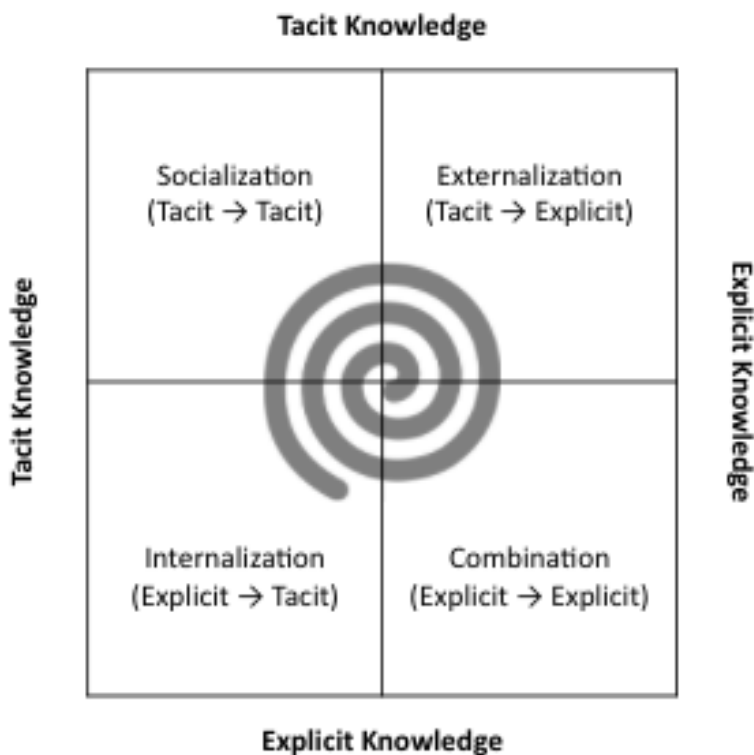
Another framework of knowledge that could be useful in understanding curriculum knowledge is that of tacit versus explicit knowledge (Nonaka, 2007/1991). This framework is especially prevalent in the field of knowledge and organizational management. Explicit knowledge, according to Nonaka and Konno (1998), "can be expressed in words and numbers and shared in the form of data, scientific formulae, specifications, manuals, and the like. This kind of knowledge can be readily transmitted between individuals formally and systematically" (p. 42). Nonaka and Konno define tacit knowledge as:

highly personal and hard to formalize, making it difficult to communicate or share with others. Subjective insights, intuitions, and hunches fall into this category of knowledge. Tacit knowledge is deeply rooted in an individual's actions and experience as well as in the ideals, values, or emotions he or she embraces. (p. 42)

These ideas come together in their model of knowledge creation (see Figure 5.3). In that same article, Nonaka and Konno also propose the Japanese concept of *ba*, or “shared spaces”, to support their model, where *ba* “provides a platform for advancing individual and/or collective knowledge...Knowledge is embedded in *ba* (in these shared spaces), where it is then acquired through one's own experience or reflections on the experiences of others” (p. 40). This closely aligns with the above recommendation for more opportunities for writing program instructors to collaborate and share knowledge and experiences related to curriculum. It also supports the experiences of the current study's participants, who reported their appreciation for the spaces for sharing and collaborating for SLW instructors in the university's writing program. The idea of tacit knowledge also closely aligns with the curriculum knowledge participants shared via implicit discussion. That indicates that teachers' tacit knowledge of curriculum, like the implicit discussions, could be more focused on the enacted curriculum than their explicit knowledge (or description) of curriculum.

Figure 5.3

Nonaka and Konno's (1998) model of knowledge and knowledge conversion



Curriculum Literacy

Understanding what curriculum knowledge is is one thing. Understanding how to develop and use that knowledge is another: curriculum literacy. In this section, I propose to explore the implications of this study and possible future directions related to developing curriculum knowledge and literacy through the lens of Miriam Ben-Peretz's 1990 seminal work *The Teacher-Curriculum Encounter: Freeing Teachers from the Tyranny of Texts* (see chapter one for more details about this work). Although this text is over 30 years old, it is still an extremely relevant source in the field of curriculum studies and is still routinely cited in the literature. Ben-Peretz's notions of teacher-curriculum interaction and the different forms that interaction

takes continue to influence any field connected to curriculum studies. This section will thus look at the findings of the current study and use Ben-Peretz's work as a guide. First, what Ben-Peretz terms curriculum potential will be defined and discussed, followed by how instructors, specifically FYC and SLW instructors, can access that potential through curriculum literacy. Recommendations for the context of university writing programs (especially the one focused on in this study) will be given and addressed in relation to the more general recommendations for all teachers and teacher educators from Ben-Peretz (1990).

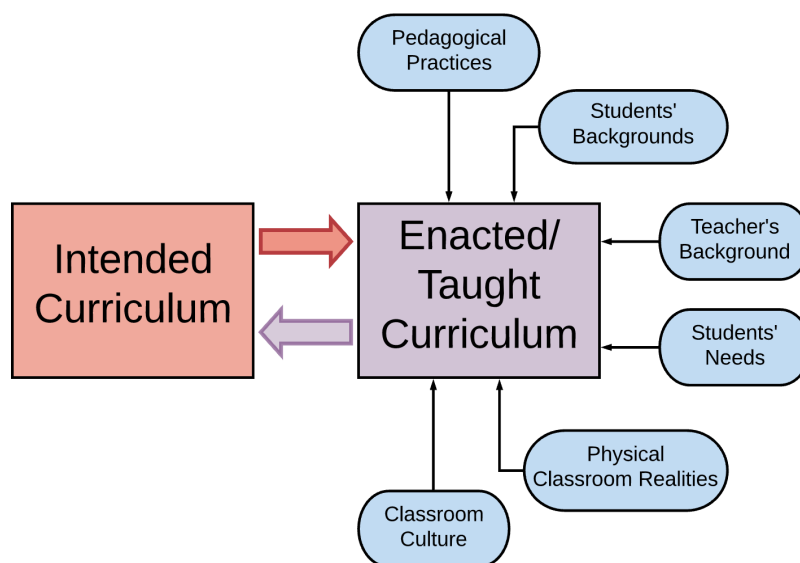
The WP in this study is one context where teachers have most likely not gone through a college of education program but still need to develop curriculum literacy, nevertheless. What is the best way for them to do this? The participants of this current study can provide a possible answer to this question. At the university in this study, in general, FYC instructors are prioritized for teaching SLW courses if they have some background or education in SLW (but what that background or education may be varies greatly across instructors). Almost everyone teaching SLW courses at the university has previous experience teaching FYC and also possibly previous experience teaching or learning about SLW. Based on these experiences, SLW instructors may have a better understanding than non-SLW instructors (or those without this specialized education) of how to engage in the strategic process of converting the intended curriculum into the enacted/taught curriculum.

Recognition of this expertise by writing program administration could lead to the closing of the feedback loop described by Anne in chapter five (see Figure 4.1 for visual based on Anne's description and Figure 5.4 for the closed loop visual). Those who actually go through the process of enacting the curriculum should be able to provide input on how that process went and how the intended curriculum could best be adapted based on the realities of that enactment. They

could also provide insight into how to best prepare other teachers (and even themselves) for identifying and accessing curriculum potential. ‘How can the preparation a writing program provides its instructors be updated to better address the needs of those instructors in terms of developing their curriculum literacy?’ ‘What professional development opportunities could be provided to help instructors who have already gone through a writing program’s instructor training program in developing their curriculum literacy?’ These are the kinds of questions instructors like those who participated in this study could answer. The creation of a systematic process for the giving and receiving of this feedback could be especially beneficial for writing programs, but only if that feedback is then used to update and revise the intended curriculum in a manner that allows for transparency for all stakeholders.

Figure 5.4

Completed feedback loop of desired interaction between intended and enacted/taught curriculum



This transparency is essential for more than just SLW instructors and their curricular experiences. Ben-Peretz (1990) focuses on situations where there is a large distance between the

curriculum designers and the teachers who will enact that curriculum. In writing programs like the one discussed in this dissertation, while there is a power dynamic between designer and enacter, most instructors are familiar with the administrators who are responsible for designing and updating the intended curriculum, as they are often also their colleagues in teaching to some extent. Not only would Ben-Peretz's notions of curriculum potential and literacy be relevant here, but there is also the potential for more transparency in the general curriculum design and update process overall. Because of the closer proximity between designer and enacter, there is the possibility for the enactors to play some role in the design process, as well. All writing instructors (and their students) would benefit from a more open process of curricular design and adaptation and a more nuanced understanding of the intricacies of how and why the intended curriculum is the way it is. By introducing new instructors to the WP curriculum through the lens of developing curriculum knowledge and literacy and having them engage with actual enacted versions of the intended curriculum, these skills can be developed in both SLW and non-SLW instructors alike.

Just as SLW instructors have knowledge and experience in adapting and enacting curricula, so too should all writing instructors. The framework of curricular venues used in this study could serve as a starting point for preparing all writing instructors for the curricular realities they will encounter throughout their teaching careers and helping them build their curriculum literacy. By distinguishing between intended and enacted curricula (plus other venues as relevant), those training new writing instructors could emphasize that the curriculum that you are presented with as an instructor is not identical to the curriculum you will actually enact/teach, allowing for a greater discussion of teacher agency. Through a systematic discussion of the factors involved in the creation of the intended curriculum and then its transformation to the

enacted/taught curriculum, new writing instructors gain not just an understanding of what is expected of them by their supervisors but also what they can expect to encounter in their classes. As Anne said of the writing program in chapter five, it is those classroom realities that are missing from the intended curriculum. By opening the channels of dialogue between new instructors, experienced instructors, and writing program administrators, all stakeholders can benefit from a growing transparency in how the different curricular venues interact in that writing program's particular context. This aspect of curriculum literacy (i.e. the completion of the feedback loop between teachers and curriculum designers) is an essential component to helping writing program instructors feel like they truly have an appropriate amount of agency in their planning and teaching or to realize the agency they already have.

It is not just the aforementioned relationships between different groups of stakeholders (e.g. instructors and administrators) and the curriculum that need to be addressed, but also the relationships within groups of stakeholders (e.g. all instructors). It was identified by participants throughout this study that SLW instructors at this institution have a strong intragroup culture and support system. Participants mentioned the support of their colleagues through informal sharing and discussions, collaborative groups, reading groups, etc. This allowed them to feel supported to some extent in the enactment of curriculum as they had opportunities to discuss related issues with others going through a similar process. The spaces created by and for this SLW instructor community allowed for the creation of a subprogram culture of support and sharing. This study's participants, however, did note that this was only something they encountered within the SLW instructor community at the university, not the community of writing program instructors as a whole. The creation of similar spaces for all writing program instructors could be conducive to the aforementioned transparency in relation to curricula and the development amongst all

instructors of their curriculum literacy. Even if not all instructors took advantage of these spaces, other similar methods for the discussion of the intended, tested, enacted/taught, hidden, null, and other curricula would be beneficial to all constituencies in a writing program.

There are many publications that extol the virtues of teacher involvement and agency in the curriculum design process (for examples, see Peercy et al., 2015; Severance et al., 2016; Voogt, Pieters, and Handelzalts, 2016), but similar work has not been done or done to a noticeable extent in the context of this study: SLW in FYC. This study should then serve as a call to address this absence. As described by this study's participants, their education on curriculum was both formal and informal, but that formal education was rarely framed in a way to promote curriculum literacy. Rather, curriculum was often equated with the process of language course design in language teaching methods courses, a related but not identical topic. No participant mentioned developing the necessary skills or literacies to interact with the variety of curricula they would no doubt encounter in their teaching careers. Based on the outcomes of this current study and its above situation in terms of Ben-Peretz's (1990) work, I propose the following recommendations for university writing programs, like the one in this study.

Recommendation #1: Recognition Of Areas Of Instructor Knowledge And Lack Of Knowledge

Many university writing programs rely heavily on graduate students to teach their FYC courses. As many graduate students are only in these positions for a finite amount of time, many programs do not adequately acknowledge the expertise and experience these instructors bring to their teaching, especially SLW instructors. By overlooking the expertise and experience of these instructors, some of the areas where these instructors truly lack expertise and experience (like

curriculum) are overlooked in favor of more subject-based and pedagogical knowledge development (e.g. activities related to how to teach citations, best practices for encouraging participation). This overlooking of what these instructors already know or don't know connects to the aforementioned emphasis Lerner (2019) described on pedagogy at the expense of curriculum in writing studies. By focusing on pedagogy and subject-based knowledge almost exclusively in writing instructor (and SLW instructor) professional development such as practicum courses and workshops, curriculum knowledge is often not fully or appropriately developed in writing instructors. The participants in the current study all reported a sense of self-reliance when it came to learning about curriculum. Several had curriculum-related courses at some point in their graduate studies, but it appeared throughout the interviews that there was some difficulty in connecting that formal education (and the informal education they noted) to the role of curriculum in the SLW courses they were currently teaching. Even if the field as a whole of language teaching and applied linguistics and its publications are taking an expanded approach to curriculum (see Graves, 2008 and Richards, 2013 for examples), the definitions pre-service teachers, like the participants in this study, interact with or take with them when they leave their training are mostly focusing on the intended curriculum with perhaps a hint of moving towards the enacted. This gap in knowledge (moving from intended to enacted) is where writing program instructor training and professional development can pick up the slack.

Recommendation #2: More Attention To Curriculum In Instructor Training And Professional Development

The lack of general (both “mainstream” and second language) writing instructor knowledge in relation to curriculum can be remedied by addressing curriculum design and

enactment more overtly in instructor training and professional development. There have been several studies that show that instructor support and training related to curriculum and related topics can enable teachers to better understand the factors that influence the creation and enactment of a curriculum (Ball, Ben-Peretz, and Cohen, 2014; Dierking and Fox, 2012; Shulman and Shulman, 2004). Writing programs could benefit from developing curriculum knowledge support for their instructors in the specific contexts of their institutions. As brought up by the participants of this current study, their pre-service training was not entirely useful, but they did find support in the professional development opportunities for SLW instructors in the WP. They noted that those opportunities allowed for sharing amongst colleagues of successes and struggles in their teaching, and also the sharing of materials such as assignment prompts and activities. A similar structure could be used to focus more explicitly on the enactment of curriculum. By helping instructors understand that curriculum is all around them and that they are an essential part of the curriculum process, instructors can engage more meaningfully with the intended curriculum through the process of creating the enacted curriculum.

It is important to note that this focus on curriculum needs to recognize the wide variety of curricular venues and influences that inform curriculum. While this current study focused mainly on venues related to the instructors' understanding and enactment of the curriculum, as mentioned in chapter one, there are numerous other venues that relate to those who the curriculum is actually intended for: the students. It is thus essential that the role of students in the curriculum creation and enactment process be considered. Lerner (2019) discusses how he has involved students in a classroom-level curriculum creation and enactment process in the FYC classroom. Similar suggestions could be given to pre-service writing instructors in different WPs, as well.

Recommendation #3: More Transparent And Reflexive Curriculum Design/Update Process

Through new explorations and conceptualizations of curriculum across writing programs, the tensions Jane described in chapter four that caused her to feel like she had to act as mediator between writing program policies/administration and her students can be alleviated by demonstrating to instructors the agency they do have in the enactment of their curriculum (revealing what Ben-Peretz (1990) calls *curriculum potential*), but also by providing opportunities for administration to involve the instructors in the process of curriculum updates. This could lead to the successful closing of the feedback loop Anne discussed in chapter five, in relation to feeling that the classroom realities of teachers and students were not represented in the intended curriculum of the writing program. By increasing transparency in the curriculum design process, WPs could better involve relevant stakeholders (in this case, specifically instructors) in the curriculum creation process, allowing for the inclusion of actual classroom experiences and knowledge (found in the enacted curriculum) in the intended curriculum, thus more closely aligning these two curricular venues. This proposed transparency could be enacted through the creation of a resource that identifies how the intended curriculum has changed over time and who played a role in the change. Instructors could also engage in self-reflection in which they would identify the ways they feel they “changed” or “adapted” the intended curriculum for their own classes, followed by sharing with other instructors their responses. By addressing the commonalities across the responses and also the differences, instructors could better understand their own agency in the curriculum enactment process. Through transparency and reflection in the curriculum enactment process, transparency and reflection can be encouraged in the

curriculum design process through an exploration of the ideologies that inform the intended curriculum.

While this current study is merely exploratory in terms of applicability, it does provide an invitation to apply similar methods to different contexts. This study looked at a very small sample of SLW instructors in a first-year composition program in one specific university; however, it could serve as a call to perform similar inquiries in similar contexts. For this particular study, the next logical step would be to perform an in-depth ethnographic study of the whole writing program and all of its stakeholders in order to better understand the overall ecology of the program in relation to curriculum. By increasing the sample size of participants, and by expanding beyond just SLW instructors, more demographic-related questions could be answered, such as:

- How does instructor background influence their understanding of curriculum?
- How does curriculum knowledge and conceptualization differ between administrators and instructors?
- How is curriculum discussed in the training all writing program instructors undergo before teaching their first course at the university?
- What roles do culture/race/gender/ethnicity play in the development of curriculum knowledge? What roles do they play in the enactment of curriculum?

These are just a few possible questions that could be answered by a larger ethnographic study of the writing program curriculum. A possible method for obtaining consistent responses on how instructors (and others) conceptualize curriculum could be concept mapping or other forms of visualization (Worden-Chambers, 2020). Participants would be asked to create a visual

representation of their understanding of curriculum in general, and also of their understanding of the writing program's curriculum. Interviews similar to those completed in the current study would allow for a more detailed explanation and understanding of the visuals created by participants, and also allow for the use of multiple modalities in the explanation of their understanding of curriculum, both in general and specific contexts. It would also be essential to expand the scope of the data collection instruments to better understand how the background of each participant influences their curriculum knowledge and to explore the ideologies that underlie that knowledge.

This current study and possible future follow-up studies emphasize a little-researched intersection: that of SLW in university writing programs and curriculum studies. By bringing the research associated with both of these interdisciplinary fields together, this study makes headway in providing a new and more nuanced understanding of curriculum in university writing programs, specifically as relates to SLW instructors in those programs. This is just one entry point into this disciplinary intersection. As mentioned above, this study serves as a call for related work, opening new areas of intersection in these fields. As the view of curriculum in university writing programs widens, so too may writing programs' processes of curriculum design and adaptation become more transparent and inclusive for all involved parties.

APPENDIX A: WP Course Descriptions, Goals, and Outcomes

SLW Course Overview

[SLW1, SLW2, and SLW3] are designed specifically for students writing in English as an additional language. Some features of these courses include:

- *Addressing language-related concerns in class and through individualized feedback as needed*
- *Beginning with the assumption that not all students will be familiar with certain U.S. educational practices, genres, popular cultural references, etc.*
- *Drawing on students' multilingual resources to support writing and language development.*

SLW1

Description

In this course, international students for whom English is an additional/second language develop academic literacy skills for university writing. Through reading and discussion of academic content related to language use, students explore language and literacy practices, develop strategies for academic reading and writing, and reflect on their own development as academic writers. Students read and write texts intended for different audiences and purposes, and they'll practice modifying their own writing to be appropriate for different audiences or registers. Particular attention is given to expanding students' repertoire of academic language.

Goals and Outcomes

Goal 1: Genre Awareness. *Learn strategies for analyzing texts' audiences, purposes, and forms as a means of developing awareness of academic genres.*

Student Learning Outcomes: *At the end of [SLW1], students will be able to*

- A. *Recognize and explain shifts in register (e.g., academic, conversational) in terms of choices in vocabulary and grammar.*
- B. *Use examples of a genre to identify conventional choices for content and its organization.*

Goal 2: Academic Literacy Practices. *Learn and use strategies for developing academic literacy practices typical to US universities.*

Student Learning Outcomes: *At the end of [SLW1], students will be able to*

- A. *Identify key components of writing assignment prompts, including the purpose, genre, and formatting requirements.*
- B. *Write a text in a familiar genre that displays appropriate development and coherence.*
- C. *Develop an idea using explanations, examples, and/or details.*
- D. *Summarize a familiar text using some conventional summary language (e.g., third person, reporting verbs)*
- E. *Use multiple strategies for reading academic texts (e.g., skimming, scanning, identifying organizational markers like headings, previewing, and using visual cues)*

- F. Distinguish main ideas and supporting details in lengthy or difficult readings.
- G. Understand concepts of intellectual copyright and plagiarism as defined in US academic environments and at [Palo Verde University].

Goal 3: Reflection and Revision. Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.

Student Learning Outcomes: *At the end of [SLW1], students will be able to*

- A. Participate in collaborative writing practices, including peer review, as a means of improving their own writing.
- B. Revise their writing on global and local levels.
- C. Make use of peer and instructor feedback when revising their texts.
- D. Identify common patterns of error in their own writing.
- E. Use a range of self-editing strategies.
- F. Reflect on their progress as academic writers.

Goal 4: Academic Language and Conventions. Develop written academic language and conventions in English.

Student Learning Outcomes: *At the end of [SLW1], students will be able to*

- A. Identify and use common academic phrases for functions such as organizing ideas, expanding on ideas, providing examples, expressing personal views, attributing ideas, and making claims or sharing a thesis.
- B. Apply conventional formatting features to their writing, such as use of capitalization, titles, sentence boundaries, paragraphs, and document layout.
- C. Produce simple written text that conveys the intended meaning to readers.
- D. Incorporate some syntactic and lexical variety into their writing.

SLW2

Description

[SLW2] familiarizes students with the social and situated nature of writing--that is, with the ways in which writing is tied to purpose, audience/community, and topic/content. As such, there is a heavy emphasis on community, genre, and rhetorical situation. Through informal and formal writing, students will write in several genres, analyzing how purpose, audience, and context shape research, strategies for organization, and language usage, components that will be developed further in the second semester class. In addition, the course introduces practices of research inquiry in writing. Reflection on students' writing is also formally built into the entire course, culminating in a final portfolio.

Goals and Outcomes

Goal 1: Rhetorical Awareness. Learn strategies for analyzing texts' audiences, purposes, and contexts as a means of developing facility in reading and writing.

Student Learning Outcomes:

- 1A. identify the purposes of, intended audiences for, and arguments in a text, as situated within particular cultural, economic, and political contexts.
- 1B. analyze how genres shape reading and composing practices.
- 1C. read in ways that contribute to their rhetorical knowledge as writers.

Goal 2: Critical Thinking and Composing. Use reading and writing for purposes of critical thinking, research, problem solving, action, and participation in conversations within and across different communities.

Student Learning Outcomes:

- 2A. incorporate evidence, such as through summaries, paraphrases, quotations, and visuals.
- 2B. support ideas or positions with compelling discussion of evidence from multiple sources.

Goal 3: Conventions. Understand conventions as related to purpose, audience, and genre, including such areas as mechanics, usage, citation practices, as well as structure, style, graphics, and design.

Student Learning Outcomes:

- 3A. follow appropriate conventions for grammar, punctuation, and spelling, through practice in composing and revising.
- 3B. apply citation conventions systematically in their own work.

Goal 4: Reflection and Revision. Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.

Student Learning Outcomes:

- 4A. adapt composing and revision processes for a variety of technologies and modalities.
- 4B. produce multiple revisions on global and local levels.
- 4C. suggest useful global and local revisions to other writers.
- 4D. identify the collaborative and social aspects of writing processes.

SLW3

Description

[SLW3] emphasizes rhetoric and research across contexts. Through reading and discussion of content, students engage in rhetorical analysis, research, persuasion, reflection, and revision. It is designed to help students recognize and learn to write for a variety of rhetorical situations, including different audiences, purposes, contexts, and genres. Students will conduct research inquiries, find and evaluate sources, and make critically aware decisions about how best to achieve their purposes. Further, it helps students become aware of their own writing processes and adjust them to whatever demands a particular writing situation places on them.

Goals and Outcomes

Goal 1: Rhetorical Awareness. Learn strategies for analyzing texts' audiences, purposes, and contexts as a means of developing facility in reading and writing.

Student Learning Outcomes:

- 1D. analyze the ways a text's purposes, audiences, and contexts influence rhetorical options.
- 1E. respond to a variety of writing contexts calling for purposeful shifts in structure, medium, design, level of formality, tone, and/or voice.

Goal 2: Critical Thinking and Composing. Use reading and writing for purposes of critical

thinking, research, problem solving, action, and participation in conversations within and across different communities.

Student Learning Outcomes:

- *2C. employ a variety of research methods, including primary and/or secondary research, for purposes of inquiry.*
- *2D. evaluate the quality, appropriateness, and credibility of sources.*
- *2E. synthesize research findings in development of an argument.*
- *2F. compose persuasive researched arguments for various audiences and purposes, and in multiple modalities.*

Goal 3: Conventions. *Understand conventions as related to purpose, audience, and genre, including such areas as mechanics, usage, citation practices, as well as structure, style, graphics, and design.*

Student Learning Outcomes:

- *3C. reflect on why genre conventions for structure, paragraphing, tone, and mechanics vary.*
- *3D. identify and effectively use variations in genre conventions, including formats and/or design features.*
- *3E. demonstrate familiarity with the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.*

Goal 4: Reflection and Revision. *Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.*

Student Learning Outcomes:

- *4E. evaluate and act on peer and instructor feedback to revise their texts.*
- *4F. reflect on their progress as academic writers.*

APPENDIX B: Additional Curricular Artifacts

Current Versions as of Spring 2020

Note: Not all curricular artifacts are provided, as some of them would diminish the anonymity of the original research location. Also, links and resources in some of the artifacts have been deleted that would identify the original research location.

Course Design Parameters

The course design parameters below apply to [Comp1, Comp2, SLW1, SLW2, SLW3, Honors Comp].

Number of major projects: *[FYC] courses must include at least 3 major projects but not more than 5 major projects.*

- *A “major project” is defined as a paper, final exam, portfolio, or multimodal activity that demonstrates outcomes from at least two of the major course goals and is worth at least 10% of the final course grade.*

Words/Pages of Writing: *Major projects in [FYC] courses should total at least 2500 words (approximately 10 double-spaced pages). Multimodal projects can account for up to 500 words of the total.*

Collaborative writing: *It is recommended that no more than 20% of the final course grade be based on collaborative writing. Teachers are also encouraged to implement non-graded collaborative writing activities in [FYC].*

Drafting/Revising: *Students should write at least one preliminary draft, receive feedback from peers and/or the course instructor, and revise that draft at least one time, for major projects.*

Grading and Assessment of Student Work

- *Feedback and grades on major projects should be returned to students within two weeks of the date of submission (during a regular 16-week term).*
- *Feedback and grades should be based on assessment criteria that have been given to students prior to their project submission. Criteria should be based on the student learning outcomes for [FYC] and on material covered in the course.*
- *No more than 10% of a final project grade should be related to language errors. Language should be taught as part of writing, but teachers should acknowledge that many students, especially those using English as an additional language, will display language errors in their writing because they are developing their language skills.*
- *Work that makes up at least 40% of the course grade should be submitted by the 8th week of the semester (or the halfway point in the term for a course that meets less than 16 weeks), allowing for teachers to report early progress grades (based on 40% of the work) by week 10. The [LMS] gradebook must be updated by this time as well.*
- *All courses must use the following grading scale:*

- *A = 90-100%*
- *B = 80-89%*
- *C = 70-79%*
- *D = 60-69%*
- *E = 0-59%*

Reflection: *[FYC] courses must include at least two written reflections on students' own writing (e.g., as part of a major project grade, portfolio, homework assignment, etc.).*

Homework: *All [FYC] courses should assign some homework (to possibly include journals, in-class writing, peer review, or other minor assignments). Homework may make up 5-25% of the final course grade.*

Class participation: *Oral class participation is not graded in [FYC] courses.*

Use of D2L: *Instructors are required to use D2L for posting the course syllabus, recording attendance and student grades, and announcing any changes to the syllabus.*

Required materials:

- *All [FYC] courses except [SLW1] must require [the WP in-house textbook] and [Writer's Help handbook]. Teachers will also select an additional textbook from the program-approved shortlist for the course they are teaching.*
- *Language Power is a required textbook for [SLW1].*
- *If students are required to view film/TV outside of class, it must be available through accessible video streaming (including captions).*

Laptop/electronic devices ("BYOD") requirements: *In some cases, instructors may choose to require that students bring their own electronic devices to some or all class sessions. If you elect to implement a BYOD policy, please alert students in advance and ensure that students are given sufficient time to arrange for library borrowing of technology if necessary. Prior to implementing a policy, it may be helpful to first conduct a short student survey to gather information about students' available technology and any concerns they have. The following language is recommended for your syllabus:*

Bring Your Own Technology Classes

Since most of the writing and research exercises we will do in class need a laptop or tablet to be completed, you are required to bring a usable, internet-connected laptop or tablet to each class. Being unprepared and without appropriate technology will not only impact your learning, but potentially that of your classmates; therefore each instance of coming to class without a usable laptop or tablet will incur a deduction from your final course grade.

As useful as computers are for writing and research, they can also be distracting, and the chances of this only increase on your personal computer. Using your computer for other tasks or entertainment during class will also incur a deduction from your final

course grade. If you are clearly not fully present in the class and this becomes disruptive, I may ask you to leave and mark you absent for the day. See the university policy on Code of Conduct on Student Behavior for expectations on classroom behavior. .

What To Do In A Computer Emergency

If your technology is malfunctioning and therefore not "usable" (e.g. you spilled coffee on it and need to get it repaired), or if you do not have access to a laptop or tablet that you can bring to class on a regular basis, you may borrow a laptop from the library. If you think that access to technology on a regular basis might be a challenge for you, please speak with me so that we can come up with a workable solution.

Course Policies

Accessibility and Accommodation

At [this university] we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources Center [...] to explore reasonable accommodation.

The DRC will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Please initiate accommodation requests as early as possible.

Please let your instructor know if there is anything they can do to help you better access the materials in this course, and they will try to do it if they can. Also please let them know if you can think of a better way to assess what you know about the course content.

Inclusivity Statement

This course addresses a variety of topics, and course material may include challenging content that asks students to consider a multitude of perspectives. Please contact the instructor to discuss any content-related concerns, as alternative materials may be available.

The Writing Program values creating an educational environment of inclusion and mutual respect. Writing Program classes are safe spaces that support practices such as elective gender pronoun usage and self-identification related to race, gender, (dis)ability, religion, culture, ethnicity, and sexual orientation.

Code of Conduct of Student Behavior

All [university] students are responsible for upholding the Student Code of Conduct, which can be read online [...]

The Code of Conduct of Student Behavior defines disruptive behavior as “Interfering with or disrupting university or university-sponsored activities, including but not limited to classroom-

related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services.”

Student actions that disrupt the classroom might include excessive tardiness, the use of cell phones or other electronic devices without the instructor’s permission, or engaging in discriminatory activities.

Students who violate the Code of Conduct of Student Behavior may be charged by the Dean of Students office. If found responsible, sanctions include but are not limited to academic probation, administrative drops, suspension, or expulsion. [...]

[University] Nondiscrimination and Anti-Harassment Policy

The University is committed to creating and maintaining an environment free of discrimination [...] Our classroom is a place where everyone is encouraged to express thoughtful opinions and their reasons. We also want to create an environment where such opinions can be expressed without bullying or discrimination.

Threatening Behavior

The [university] Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

Principles of Writing

At [this university], our career-track faculty and graduate teaching associates in Applied Linguistics, Creative Writing, Literature, and Rhetoric and Composition are experts in writing, reading, and language. We approach writing instruction from the premise of diversity and inclusion. Even though we acknowledge the power of Standard Language ideology and its pervasiveness in English language instruction and writing curriculum design, we believe that language is neither fixed nor stable but fluid, and always evolving.

What we believe writing is and what writers do:

- *Writing is a technology that creates and conveys new knowledge and understanding.*
- *Writing is situated in social, cultural, economic, and academic contexts.*
- *Writers scrutinize power structures and critically interrogate societal inequities such as but not limited to racism, sex and gender discrimination, ableism, and xenophobia.*
- *Writers tell stories, explore ideas, make arguments, and engage in dialogue about serious issues and questions about humanity.*
- *Writers select and adapt genres that best match purpose, audience, subject, and medium.*
- *The most effective writing results from engagement with subject, exigency, feedback, and actual audience.*

What we believe about reading and writing:

- *Writing and reading depend on one another, actively co-creating meaning.*

- *Reading is actively and laterally applied in writing to augment an always-growing body of cultural production.*
- *When we read and write, we form interpretations that are grounded in the complexities of cultural ideologies and personal identities.*
- *Writers are educated and transformed by narratives, by genres, striving always to integrate them in an effort to produce new knowledges.*

What we believe about teaching writing:

- *Writers develop at different times, in different ways, and bring different resources with them.*
- *All writers have more to learn, and teachers can help students grow as writers.*
- *Writing assignments emphasize the rhetorical nature of writing.*
- *Writing teachers foster collaboration, invention, planning, peer review, revision and sustained reflection in order to address writers' needs over time.*
- *We provide frequent, timely, and context-specific feedback to coach the process of writing rather than simply identify errors.*
- *We explicitly teach writing as a social act through awareness of writing across contexts.*

Teaching is a self-reflective and critical practice. We, at the [university] Writing Program, affirm [students' right to their own language](#) and embrace [the English language as infinitely diverse](#) in its meaning-making capacity and varieties of articulation and inscription. We believe in the power of language to compose the future in which students want to live.

Writing Program Description from Department Website

As part of a land-grant institution situated in a diverse region, the [FYC] Writing Program is committed to serving the university and intersecting communities through a learning community composed of effective initiatives, engaged faculty, and motivated students.

- *Small classes create opportunities for students to develop writing creativity, craft and credibility while reflectively and critically thinking and talking about writing processes.*
- *Community and civic engagement in writing project initiatives place our students, faculty, and program in active partnerships that enhance life and learning for the people of [the southwestern US] and the world.*
- *Professional development support encourages leadership and collaborations among Writing Program faculty from diverse academic backgrounds.*
- *Research on writing instruction theories and practices advances the knowledge and expertise in the field and in the program.*

APPENDIX C: Instructor Survey

1. IRB Consent
2. What is your position in the Writing Program?
 - a. Graduate Teaching Assistant/Associate
 - b. Lecturer
 - c. Faculty
3. IF GRADUATE TEACHING ASSISTANT/ASSOCIATE...
 - a. What program are you in?
 - i. Rhetoric/Composition
 - ii. Applied Linguistics PhD
 - iii. Literature
 - iv. Creative Writing
 - v. Applied Linguistics MA
 - b. What year in your program are you?
 - i. 1-8+
4. How many years have you been teaching in the Writing Program?
 - a. 1-10+
5. Have you taught composition courses outside of the Writing Program? If so, please briefly describe those experiences.
 - a. Yes > Open ended
 - b. No
6. In the Writing Program, what courses have you taught (and how many times)? (check box/open ended)
 - a. Comp1
 - b. Comp1+studio
 - c. Comp2
 - d. SLW1
 - e. SLW2
 - f. SLW3
 - g. Honors Comp
7. What courses are you teaching currently/what is the most recent course you taught? (check box)
 - a. Comp1
 - b. Comp2
 - c. SLW1
 - d. SLW2
 - e. SLW3
 - f. Honors Comp
8. What is the most common course you teach?

- a. Comp1
 - b. Comp2
 - c. SLW1
 - d. SLW2
 - e. SLW3
 - f. Honors Comp
9. How do you define “curriculum”? Write a short description of how you understand the term. (open ended)
10. What artifacts/documents do you believe currently make up the curriculum of the Writing Program? (open ended)
11. Do you use a pre-constructed syllabus given to you by the Writing Program or do you build your own syllabus (or a combination of the two)?
- a. Pre-constructed syllabus
 - b. Build my own
 - c. Combination of a and b
12. Which of the following artifacts (e.g. documents, texts, etc.) do you use/reference when preparing your course?
- a. Syllabus template
 - b. Course policies
 - c. Course descriptions
 - d. Goals and Student Learning Outcomes
 - e. Principles of Teaching Writing
 - f. Course design parameters
 - g. Textbook list/Alternative textbook request form
 - h. WP In-House Textbook
 - i. *Writer’s Help* (handbook)
 - j. Additional course textbook
 - k. Additional outside resources
 - l. Description of Writing Program on department website
 - m. Other (describe)
13. Which of the following artifacts do you NOT use/reference when preparing your course?
- a. Syllabus template
 - b. Course policies
 - c. Course descriptions
 - d. Goals and Student Learning Outcomes
 - e. Principles of Teaching Writing
 - f. Course design parameters
 - g. Textbook list/Alternative textbook request form
 - h. WP In-House Textbook
 - i. *Writer’s Help* (handbook)
 - j. Additional course textbook
 - k. Additional outside resources

- l. Description of Writing Program on department website
 - m. Other (describe)
14. Please describe what factors you take into consideration when planning and/or designing your course. (Examples include university culture, classroom culture/group dynamics, your physical classroom or digital “classroom” if teaching online, Writing Program culture, Writing Program instructor culture, professional/academic culture within your discipline, your previous teaching experiences, etc.)
(open ended)
15. If you indicated on the first page of the survey (the consent form) that you consented to participate in an individual interview and document collection, please leave your contact information below (name and email). If not, thank you for your time and completion of the survey.

APPENDIX D: Instructor Interview Guide

Before Interview: Share document with survey answers, for refresher re: definitions, descriptions, etc.

Guiding Questions:

1. *Can you summarize your definition of curriculum for me?
2. Where do you remember learning the most about curriculum? Was it as a student experiencing the curriculum, in a course on course design or methods, somewhere else?
3. *When someone is talking about a curriculum, what do you visualize? What documents, policies, ideas, etc. come to mind?
4. **Based on your understanding of curriculum, does the WP have an overarching curriculum? If so, how would you describe it?⁹
5. In the survey, you listed the curricular artifacts from the WP you use in your courses. What other artifacts do you consider to be a part of your curriculum?
6. **You mentioned _____ as influencing your teaching. What else influences your teaching/course curriculum?
7. **What do you think influences the WP curriculum you previously described? This can be as broad as international events to as narrow as individual teacher or student concerns.
8. ***Speaking of international events, let's talk about a big current contextual influence: Covid-19
 - a. Has our current situation with Covid-19 and the transition this Spring to emergency online teaching influenced/changed your perception of curriculum?
 - b. Has your perception of the WP curriculum changed due to the transition to online teaching during the Spring?
 - c. Are there any additional artifacts that you have encountered during this time that you believe now make up part of the WP curriculum? Which ones? Why or why not?
 - d. Based on the definition of curriculum you provided earlier, how has Covid-19 influenced the WP curriculum?
 - e. What curricular artifacts (either provided by the WP, created by an external entity, or created by yourself) have you added to your course since Covid-19?
 - f. What curricular artifacts that you used previously have you de-emphasized in your course/teaching due to Covid-19? Why did you de-emphasize these?

*****End of interview question:**

⁹ The initial response to this question might often be categorized as explicit description, but the second part often led to implicit discussion, hence why this question has been placed here.

Please open the link at the bottom of your interview handout. (The following definitions for curriculum appear on a PDF)

Nieto et al. (2008)

“We view curriculum as including not only texts, but also instructional materials, programs, projects, physical environments for learning, interactions among teachers and students, and all the intended and unintended messages about expectations, hopes, and dreams that students, their communities, and schools have about student learning and the very purpose of schools.”

Summary from Lerner (2019)

“[C]urriculum consists of the complex relationship between subjects of study, learning environments, and learners’ and teachers’ histories, motivations, and aspirations, among other factors.”

Here are some useful definitions of curriculum. Based on these definitions, are there any artifacts or contextual influences you think would be included in either the WP’s curriculum or your own individual course curriculum?

Close of interview:

Thank you so much for your time. I would like to ask one final thing: based on our discussion today, if you thought of or identified any other documents or artifacts you believe make up your course curriculum, whether it be something you designed for emergency remote teaching or regular courses.

* indicates questions that elicited explicit descriptions

** indicates questions that elicited implicit descriptions¹⁰

*** indicates questions not analyzed in this present study

¹⁰ Note that as the interviews were semi-structured, additional, unplanned questions were posed to encourage elaboration or explanation as needed, especially as relates to the implicit discussions.

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