



北京大学
汇丰商学院

Peking University HSBC Business School

Course Code

Writing in English

2016 – 2017 Academic Year

Course Information

Instructor: E.R. McDaniel, Ph.D.
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Office Hours: Tuesday, 11:00 – 13:00

Classes:

Lectures: Tuesday: 08:30 – 10:20 (Session 5)
Thursday: 08:30 – 10:20 (Session 6)
Thursday: 13:30 – 15:20 (Session 7)

Venue: PHBS 231

1. Course Description

1.1 Context

Writing is “the active mind seeking relationships, finding forms, making meanings.”

(Ann Berthoff, “Tolstoy, Vygotsky, and the making of meaning,” 1978.)

- **Course highlights:** During the second module students will perform a “global online debate” with counterparts in either Australia or the USA. Such will provide a real-world purpose for meaningful “conversation” in writing (expository writing), argumentation skills (argumentative/academic writing), and reading (critical thinking, vocabulary building).

Course overview:

Purpose

“Writing” is more than being able to use and spell a lot of words correctly and put them in the proper order in sentences. For second language (L2) learners, writing in English is most often taught as a function of language learning. Focused mainly on vocabulary building and grammar – usually to prepare students for tests – this approach overlooks the act of **writing as communication**. Designed to develop second-language-learners’ written **communication skills**, this course will focus on the **communicative** approach to writing.

We communicate to meet needs – to find out or provide information for various reasons, or to persuade others – whether it is to survive or thrive. As communication that is set down somewhere (paper, computer, mobile device) rather than spoken into the air, writing, above all, represents **thinking**.

Not only does writing require the writer to **think critically**, but it also requires that the writer take responsibility for what is written. Therefore, the writer's first goal is to set down thoughts and ideas so that they make sense to the **reader**, and to do so **ethically**.

But even before words are written, the writer needs to know his/her audience, the reader(s), so that he/she can enter into a conversation (communication) with them. For instance, think about how you read, and as you read do you recognize that you are thinking as you read? For instance, when you read a news headline like this, "Major Earthquake in Sichuan Province," you may think, "Oh, how horrible! Where? When? How many people were hurt or killed? How much damage was done? Are rescuers still looking for people?" and so on. As you read the story, you want these questions answered.

So that the writer can have an effective conversation with the reader, he/she first needs to have a conversation with him/herself **keeping the reader/audience firmly in mind**. That mental conversation might go something like this:

- ♦ How much do you, my audience, know?
- ♦ How much do I need to explain to you?
- ♦ Have I written so that it will make sense to you?
- ♦ Have I included all the information you need for your understanding?
- ♦ Have I let you know whose ideas have influenced my thinking and cited – given credit – to those whose words and ideas I quoted, summarized or paraphrased?
- ♦ If I am trying to persuade you, then have I provided a claim, support, and evidence that will be convincing?
- ♦ Have I anticipated the kinds of objections or questions that you may have and addressed them in my work?

Do not get the mistaken notion that if you are writing for your teacher's assignment that he or she knows all about it, so you can just skip over a lot of details. Teachers make writing assignments so that you can learn how to communicate in writing with a certain audience – and that audience is not necessarily the teacher.

THEREFORE, the purpose of this course is to help students improve their writing in English so that, ultimately, they prepare successful academic papers, particularly a satisfactory thesis. Underpinning this purpose is helping students learn to think.

Goal

Reader-focused content development for expository, argumentative, and academic writing – not "perfect" English – is the goal of this course.

1.2 Textbooks and Reading Materials

No textbook is required, but various hand-out materials will be provided from a variety of resources, not limited to but including the following:

- Beebe, S., & Beebe, S. (2010). *Public speaking handbook*. Boston: Pearson.
- Braine, G., & May, C. (1996). *Writing from sources, a guide for ESL students*. Mountain View, CA: Mayfield Publishing
- Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. NY: Norton.
- Guffey, M.E. & Loewy, D. (2015) *Business communication*. Stamford, CT: Cengage.
- Hasan, N., Ashraf, M., Abdullah, A.B.M. & Murad, W. (2016) Introducing mobile internet as a learning assistant for secondary and higher secondary students, *The Journal of Developing Areas*, 50(5), pp. 41-55
- Hassoun, D. (2015) "All over the place": A case study of classroom multitasking and attentional performance, *New Media & Society*, 17(10), pp. 1680-1695, DOI: 10.1177/1461444814531756 nms.sagepub.com

- Holt, S. (n.d.). Professional business English communication for non-native speakers. Unpublished workshop outline and content developed for the University of Minnesota.
- Johnson, S. (2009). *Winning debates: A guide to debating in the style of the world universities debating championships*. Beijing: Foreign Language Teaching and Research Press.
- Kuznekoff, J. H. & Titsworth, S. (2013). The impact of mobile phone usage on student learning, *Communication Education*, 62(3), pp. 233-252.
- Langan, J. (2004). *Ten steps to advancing college reading skills*. West Berlin, NJ: Townsend Press.
- Marshall, J. (2006). *How to write an essay*. NY: Spark Publishing.
- *Pedagogy in action*. (2007, April 20). Retrieved 7 November 2016 from <https://serc.carleton.edu/sp/library/peerreview/tips.html>
- Phillips, T. & Phillips, A. (2011). *Progressive skills in English: Level 3 course book*. Reading, UK: Garnet Publishing.
- Raimes, A. (2002). *Keys for writers*. Boston: Houghton Mifflin.
- Roen, D., Glau, G., & Maid, B. (2011). *McGraw Hill guide to writing for college, writing for life*. NY: McGraw Hill.
- Sutton, R.I. (2006, September 5) The truth about brainstorming, *Business Week*, p. 17. Retrieved from http://www.businessweek.com/magazine/content/06_39/b4002410.htm
- Tessier, J. (2013) Student impressions of academic cell phone use in the classroom, *Journal of College Science Teaching*, 43(1), pp. 25-29
- Time for writing (2016). Retrieved 7 November 2016 from <http://www.time4writing.com/writing-resources/types-of-essays/>

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
Our graduates will be effective communicators.		
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	This will be demonstrated in writing for the global online debate and other assignments Students will participate in peer review to both provide helpful feedback to classmates and sharpen their own analytical and communication skills.
Our graduates will be trained in ethics.		
	3.2. Our students will practice ethics for the duration of the program.	Students will demonstrate ethical, reader-focused writing through assignments and peer review. Students will respect and demonstrate academic integrity through understanding plagiarism and how to avoid it in their writing assignments.
Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Students will participate in an online debate with counterparts at a US or Australian university.
Our graduates will be skilled in problem-solving and critical thinking.		This will be demonstrated in writing assignments.

2.2 Course specific objectives

Good writers are good readers and good critical thinkers. Therefore, in order to execute effective and responsible writing, students will learn how to understand and interpret what they read and to think critically before they write. In particular, students will participate in a global online debate based on selected readings.

Additional readings and exercises for the course will come from a variety of sources on a variety of topics to help students develop a broader understanding of the world and themselves.

Writing instruction will focus on the following:

Process

Writing will be approached first as a process and “conversation” with the reader and last as a product. Students will learn how to evaluate a piece of writing, and **peer review** will be a primary component of the course.

Academic Writing

- 1) Learn what plagiarism is and how to avoid it.
- 2) Develop or improve the ability to understand and interpret academic research papers and other readings in English. “Interpret” means the ability to paraphrase and summarize what you have read in your own words. This is key for all academic writing and is essential for a successful thesis.
- 3) Exercise critical thinking and express ideas to be demonstrated in written work, with a clearly stated thesis, supporting evidence, and appropriate in-text citation and references.

The Conventions of Writing

The rules, or conventions, of writing in English will be embedded in coursework, and practicing them will be elemental to writing exercises and assignments. Specifically, the course will be concerned with the following:

- Summarizing, paraphrasing, and direct quotes.
- Citations/references
- Organization
- Syntax (sentence structure) and conciseness
- Grammar

2.3 Assessment/Grading Details

Weighting	Type	Description
60 points 15%	Class Participation	This grade is based on class attendance and participation in discussions and group work. Maximum of 30 points per module.
80 points 20%	Written Paragraphs (4)	Each assignment will be a written piece of approximately 200-250 words. The assignment can be completed in class (time permitting) or as a homework piece. Each assignment is worth 20 points each.
90 points 22.5%	Argumentative Essay	Students will be required to write a five (5) paragraph argumentative essay on a selected topic using provided literature.
80 points 20%	Online Global Debate Papers	Students will be required to work in a team to produce four (4) pieces of written work: (1) electronic handshake, (2) position paper, (3) rebuttal paper, and (4) farewell paper. Each paper is worth 20 points each.
30 points 7.5%	Quiz	This will be a final course quiz on the conventions of writing. In class, week 17.
60 points 15%	Final Essay	A five-paragraph essay on a debatable issue with provided research as well as research that you may select.

***TARDINESS AND ABSENCE FROM CLASS**

- 1) You must arrive in class on time. Attendance is marked at the beginning of each class. If you are not in class when attendance is taken, you will be marked absent, even if you show up late.
- 2) You may be granted two excused absences from class if you request leave ahead of time.
- 3) Absences that are not considered leave but for which you can provide written verification of illness or emergency may be excused at the discretion of the instructor.

Missing three classes (for any reason) may result in automatic failure of the course. Failure to come to class without request for leave will be marked as an unexcused absence.

Late Work

All assignments must be handed in on the date due (at the beginning of class or via electronic submission, depending on the individual assignment).

Any work that is handed in late will result in an automatic lowering of your assignment grade by five points, unless you provide documentation of illness or other compelling emergency. Each subsequent class meeting day on which the work is not turned in will be debited by one point per class meeting.

Grades

Grades throughout the course, as well as your final course grade, are EARNED NOT GIVEN.

All work will be evaluated based on clearly defined criteria using a rubric; your strengths and weaknesses will be clear to you based on the rubrics – there should be no mystery about your marks.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student's work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicating a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honor points, a mark of zero on the assessment, a failing grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to "Appendix III: Understanding Plagiarism and How to Avoid It," (pp. XVIII-XXII) of *PHBS Graduate Student Handbook*.

3. Topics, Teaching and Assessment Schedule

First Nine Week Module

This course schedule may be altered as needed at the discretion of the instructor.

Feb 21/23	Introduction and Course Overview <ul style="list-style-type: none">• Course overview: Module 2 – coursework/ Module 3 – Global Online Debate• Assessment overview• Process and purpose of writing• Argumentative essay East-West Cognitive Organizing <ul style="list-style-type: none">• Write self-introduction
Feb/Mar 28/03	The Purpose of a Thesis <ul style="list-style-type: none">• PKU Thesis requirements• Thesis organization Paragraph Organization <ul style="list-style-type: none">• Topic sentences
Mar 07/09	Argumentative Introductory Paragraph Thesis Statement Sentences types <ul style="list-style-type: none">• Transitions
Mar 14/16	Assessment #1 Due Argumentative Body Paragraph <ul style="list-style-type: none">• Evidence• Paraphrasing Plagiarism and Citations <ul style="list-style-type: none">• APA Format
Mar 21/23	Assessment #2 Due Argumentative Concluding Paragraph Editing Summarizing <ul style="list-style-type: none">• In-class article summary
Mar 28/30	Assessment #3 Due Academic Essay Outline Critical Thinking Academic Writing and Source Material <ul style="list-style-type: none">• Research for academic writing• Evaluating academic sources Citation/Reference Formatting Review
Apr 04/06	Assessment #4 Due What is an abstract? What is a literature review? Selecting a thesis topic?
Apr 11/13	Argumentative Essay Peer Review
Apr 18/20	Final Draft of Argumentative Essay due by end of class. Review activities

Second Nine Week Module

This course schedule may be altered as needed at the discretion of the instructor.

Week 10	Overview of Second Half of Writing Course: Welcome back! Creativity and Collaboration: Video Team Writing <ul style="list-style-type: none"> Focus on team writing for a “debate” as position papers and rebuttals Teamwork and effective team communication (PPT) Critical thinking and peer review revisited Elements of a Debate: Pro and Con Our “debate” as position papers and rebuttals Forms of Argument (PPT) Assignment due next class: Creativity and Collaboration response To read before next class: “Don’t Blame the Eater” essay
Week 11	Reviewing Argumentation Quiz on assigned reading Discussion Elements of a Position Paper Initial “Handshake”: An Expository Writing Self-Introduction Debates start with a handshake, and the debaters usually know who they are debating. This exercise will provide that opportunity in written form. FINALIZED HANDSHAKE UPLOADED TO PLATFORM
Week 12	Developing your Position Paper: <ul style="list-style-type: none"> How each team member will write a portion of paper, taking on a separate argument or taking a portion of a larger argument Peer review
Week 13	Completed Team Paper Team Presentations Each team makes a brief presentation (each team member presenting own segment) Final Overall Assigned Team Peer Reviews Class Discussion Each reviewing team will provide constructive feedback of other team’s paper; class discussion of position papers FINALIZED POSITION PAPERS UPLOADED TO DEBATE PLATFORM
Week 14	Elements of a Rebuttal Preparing Your Rebuttal <ul style="list-style-type: none"> Begin brainstorming rebuttal based on the analysis of the opposition’s position paper (remember that they will be doing the same with your paper!) Outline the rebuttal Team members work on segments of the rebuttal Same peer review/team process for the rebuttal drafts as for the position paper
Week 15	Completed Rebuttal Paper Team Presentations <ul style="list-style-type: none"> Each team explains the opposition’ position then makes a brief presentation of the rebuttal paper (each team member presenting own segment) Final Overall Assigned Team Peer Reviews Class Discussion FINALIZED REBUTTAL PAPERS UPLOADED TO DEBATE PLATFORM
Week 16	Farewell “Handshake”: An Expository Writing Self-Reflection As the debate began, it will end with a “handshake.” In-class assignment for reflecting on what you have learned from the “debate.” Class discussion. FINALIZED REFLECTION PAPERS UPLOADED TO PLATFORM
Week 17	Assignment: Final individual essay You may work on your essay in class.
Week	Quiz: Conventions of Writing in English

Teachers Can Open Doors, but You Need to Walk Through Yourself

教师可以打开门，但你需要穿行自己走
(Jiàoshī kěyǐ dǎkāi mén, dàn nǐ xūyào chuānxíng zìjǐ)

‘Better’ is the enemy of ‘Good Enough’
Лучшее - враг хорошего!

Sergei Georgievich Gorshkov
(Сергей Георгиевич Горшков)