



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: Priscilla Young (part one of this course; part two in module four will be taught by S. Condon)

Office: PHBS Building, Room 605

Phone: 189 3897 1136

Email: pyoung@phbs.pku.edu.cn

Office Hours: Tuesday, 1:30 p.m.– 3:15 p.n.

Classes:

Lectures: Friday, 1:30 – 3:20 p.m.

Venue: PHBS 311

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: 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 not merely being able to use and spell a lot of words correctly and put them in the proper order in sentences. However, 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 all kinds of 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. The writer’s first responsibility, therefore, 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?

By the way, 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, California: Mayfield Publishing
- Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. New York: Norton.
- Guffey, M.E. & Loewy, D. (2015) *Business communication, process and product*. Cengage Learning: Stamford, CT, USA.
- 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. (no date). *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*. New York: Spark Publishing.
- Pedagogy in action (2007, April 20), retrieved on 7 November 2016 from <https://serc.carleton.edu/sp/library/peerreview/tips.html>
- Phillips, T. & Phillips, A. (2011) *Progressive skills in English: Level 3 coursebook*, Garnet Publishing Ltd: Reading, UK.
- 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.
	3.2. Our students will practice ethics in 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 evidenced in their writing assignments.
Our graduates will be trained in ethics.	4.1. Students will have an international exposure.	Students will participate in an online debate with counterparts at a US university.
Our graduates will have a global perspective.		This will be demonstrated in writing assignments.
Our graduates will be skilled in problem-solving and critical thinking.		

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 readings in environmental issues. 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

- As the ultimate aim of this course is coach students for successful master’s thesis writing, students will
- 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 reading 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 a brief 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 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%	Argumentative Essay	Students will be required to write an argumentative essay of five (5) paragraphs (1500 words) on the topic of mobile phones in the classroom, using provided literature.
150 points 20%	Online Global Debate Papers	Students will be required to work in a team to produce four (4) pieces of written work: electronic handshake; position paper; rebuttal paper; farewell paper. Each paper is worth 20 points each.
50 points 7%	Quiz	This will be a final course quiz on the conventions of writing. In class, week 17.

***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.

As stated above, **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.

Your Grades

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

Your 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 *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

First set of nine weeks

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

Feb. 24	Introduction and Course Overview Course overview: Module 3 – coursework/ Module 4 – Global Online Debate Assessment overview Process and purpose of writing Argumentative essay In-class writing
Mar. 3	The Purpose of a Thesis PKU Thesis requirements Thesis organization Paragraph Organization Topic sentences
Mar. 10	Argumentative Introductory Paragraph Thesis Statement Sentences types Transitions
Mar. 17	Assessment #1 Due Argumentative Body Paragraph Evidence Paraphrasing Plagiarism and Citations APA Format
Mar. 24	Assessment #2 Due Argumentative Concluding Paragraph Editing Summarizing In-class article summary
Mar. 31	Assessment #3 Due Academic Essay Outline Critical Thinking Academic Writing and Source Material Research for academic writing Evaluating academic sources Citation/Reference Formatting Review
Apr. 7	Assessment #4 Due What is an abstract? What is a literature review? Selecting a thesis topic
Apr. 14	Argumentative Essay Peer Review
Apr. 21	Final Draft of Argumentative Essay due by end of class. Review activities

Second set of nine weeks

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

Week 1	Welcome back! Overview of Second Half of Writing Course: Global Online “Debate” Feedback on Final Essay (last module) Introduction/body paragraph/conclusion writing review and refresher
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	<p>PPT on argumentation/academic writing Not a classic, tournament style debate, but adapting it/our “debate” as position papers and rebuttals/team project with individual elements Argumentation (PPT)</p> <p>Developing your Position Paper Each team member will write a portion of paper, taking on a separate argument or taking a portion of a larger argument</p> <p>Team Writing Teamwork and effective team communication (PPT) Peer review (PPT)</p> <p>Assignment #1 : Initial “Electronic 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. Important to be aware that you will be exchanging greetings with those from other cultures, so be sure you explain things that they may not know (Ex. Spring Festival, “mountain climbing,” etc.)</p>
Week 2	<p>Review Argumentation</p> <ul style="list-style-type: none"> • Review and in-class exercise incorporating peer review • Teams continue analysing their position, brainstorming • Teams decide on the arguments to support their claim • Teams agree on which team member will cover which argument <p>Students will use the balance of class time for research and drafting their segment of the team argument.</p> <p>Assignment #1: “Electronic Handshake” due (midnight on Turnitin)</p>
Week 3	<p>In-class work on individual paragraphs (Position Paper) First draft of individual paragraphs due in hard copy in class. Teams peer review each other’s segments (each to review 2 others). Review and amend individual paragraphs ready for submission</p> <p>Electronic Handshake Upload final version for debate counterparts in Australia on WeChat (midnight)</p> <ul style="list-style-type: none"> •
Week 4	<p>Complete Position Paper Review feedback on individual paragraphs Team works together to write the introduction and conclusion paragraphs Team continues to work on putting together the final paper. Team peer review/checklist done in class, whether paper is ready or not.</p> <p>Assignment #2: Peer Review (hand in at class)</p> <p>Assignment #3: Position Paper (due midnight on Turnitin). Note that what you upload needs to reflect what you reviewed and corrected earlier as a team in the class.</p>
Week 5	<p>Team Presentations Each team makes a brief presentation, no more than 10 minutes per team (someone introduces the position; each team member presents own segment; someone presents conclusion, “call to action”)</p>

	<p>Elements of a Rebuttal /Preparing Your Rebuttal</p> <p>Brief lecture/instructions/handout material</p> <p>Teams analyze the opposition's position paper (bring to class)</p> <ul style="list-style-type: none"> • Brainstorm your rebuttal – prepare and outline
Week 6	<p>Preparing Your Rebuttal, continued</p> <p>Team members work on segments of the rebuttal</p> <p>Peer review/team process for the rebuttal draft</p>
Week 7	<p>Complete Rebuttal Paper</p> <ul style="list-style-type: none"> • During the first hour of the class, teams may use class time to complete rebuttal papers • Peer review prior to uploading paper by next week. <p>Assignment #4: Rebuttal Paper (upload by midnight on Turnitin)</p>
Week 8	<p>Team Presentations</p> <p>Rebuttal papers returned with comments.</p> <ul style="list-style-type: none"> • Each team explains in no more than 10 minutes the opposition's stance then makes a brief presentation of the rebuttal paper (team can send a rep or they can do this together as they did the first one) <p>Assignment #5: Farewell Handshake: An expository writing self-reflection (upload by midnight on Turnitin)</p>
Week 9	<p>Quiz: Conventions of Writing in English</p>

