



北京大學
汇丰商学院

Peking University HSBC Business School

Course Code: WRTG Writing in English ONE Module III, 2017-18 Academic Year

Course Information

Instructor: E.R. McDaniel, PhD

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Office Hour: Tuesday 10:30-12:30 & Friday 13:30-15:30

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Classes:

Lectures: Tuesday 08:30-10:20 (5) & 15:30-17:20 (7); Thursday 08:30-10:20 (6); Friday 15:30-17:20 (8)

Location: PHBS Building, Room 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 overview:

Purpose

“Writing” is more than using and spelling words correctly and arranging them properly 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**. We communicate to meet needs – to inform, persuade, or entertain others. As communication that is presented in a printed format (e.g., paper, computer, mobile device, etc.), rather than oral, writing represents **thinking**. Designed to develop second-language-learners’ written **communication skills**, this course focuses on the **communicative** approach to writing.

Writing always requires the writer to think, but academic writing demands **critical thinking**—and the writer must also take responsibility for what is written. A 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 before starting to write, the writer should conduct an audience analysis to ensure reader(s) will be interested in what is written. A conscientious writer will keep the following questions in mind throughout the writing process.

- ◆ What is the audience’s education level and how much do they already know?
- ◆ How and what needs to be explained?

- ◆ Does the final product include enough information to ensure understanding?
- ◆ If trying to explain or persuade, are all claims supported with verifiable evidence?
- ◆ Are ideas and words taken from other sources accurately summarized/paraphrased and properly cited?
- ◆ Are the audience’s potential questions or objections anticipated and addressed in the work?

When writing for an assignment, do not assume that your teacher knows all about the topic and you can skip a lot of details. Teachers assign writing assignments so that you can learn how to communicate with a certain audience – and that audience is not necessarily the instructor.

Goal

Reader-focused content development for expository, argumentative writing in an academic context – not “perfect” English – is the goal of this course.

THEREFORE, the purpose of this course is to familiarize students with academic writing in English in order help them prepare satisfactory academic papers and ultimately a successful thesis. An additional objective is to instill critical thinking skills.

1.2 Textbooks and Reading Materials

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

- ◆ Bui, Y.N. (2014). *How to write a master’s thesis*. Los Angeles, CA: SAGE.
- ◆ Graustein, J.S. (2014). *How to write an exceptional thesis or dissertation*. Ocala, FL: Atlantic Publishing
- ◆ Guffey, M.E. & Loewy, D. (2015) *Business communication*, Samford, CT, USA: Cengage Learning.
- ◆ Johnson, A.P. (2016). *Academic writing: Process and product*. Lanham, MD: Rowman & Littlefield
- ◆ Types of Essays: End the Confusion (2017) *Time 4 Writing.com*. Retrieved 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 will be able to competently present their ideas and logically explain and defend their argument.	This will be demonstrated in writing outlines, summaries, expository/ argumentative paragraphs, and proper citation format.
Our graduates will be trained in ethics.	3.2. Students will practice ethics throughout the course.	Students will demonstrate ethical, reader-focused writing in their assignments. Students will respect and demonstrate academic integrity by understanding plagiarism and how to avoid it as shown in their writing assignments.
Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Materials used for in-class activities and assessments will emphasize a globalized context

Our graduates will be skilled in problem-solving and critical thinking.	5.3. Students will display competency in critical thinking.	This will be evinced in the writing assignments
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2.2 Course specific objectives

Students will learn how to understand and interpret what they read and to think critically before they write. Additional course readings and activities will come from a variety of sources covering a broad selection of topics to help students develop a greater understanding of the globalized society and themselves.

Writing instruction will focus on the following: Students will learn how to evaluate and summarize academic and other professional articles.

Academic Writing

Because the ultimate aim of this course is to coach and prepare students to successfully write their master's thesis, students will:

- 1) Learn what plagiarism is and how to avoid it.
- 2) Develop or improve the ability to understand and interpret (i.e., paraphrase and summarize) academic research papers and other readings in English.
- 3) Exercise critical thinking and express ideas in written work, to include an outline, a clearly stated thesis, supporting evidence, and proper in-text citation and reference.

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 quoting (i.e., using verbatim text).
- Citations/references
- Organization of expository and argumentative paragraphs
- Syntax (sentence structure) and conciseness
- Basic grammar issues

2.3 Assessment/Grading Details

Weight	Type	Description
10 pts/10%	In Class Work	This grade is based on class attendance, participation in group work, and completion of assigned in class activities. Various assessments throughout the course
10 pts/10%	Outline	This shows the organisation of the ideas for a five paragraph argumentative essay and the reference list (APA Style). <i>This is a team assessment to be done in class.</i> Due in Week 4
40 pts/40%	Body Paragraph	An individual assessment piece. Due in Week 5
40 pts/40%	Article Summary	An individual assessment. Due in Week 6

TARDINESS AND ABSENCE FROM CLASS

- 1) You must arrive for 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) Absences, for which you can provide written verification of illness or personal emergency, may be excused at the discretion of the instructor.

Late Work

Assignments must be handed in on time on the due date at the beginning of class. Work handed in late will result in an automatic lowering of the assignment grade by 10%, unless documentation of illness or a compelling emergency is provided. Each subsequent class meeting day on which the work is not turned in will be debited by an additional 5%.

Grades

Grades throughout the course, as well as the final course grade, are EARNED NOT GIVEN. Work will be evaluated based on clearly defined criteria using a rubric; strengths and weaknesses will be clear based on the rubrics and the instructor's comments – there should be no mystery about your grade.

2.4 Academic Honesty and Plagiarism

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 checks, which may include reproducing the assessment, providing a copy to another member of faculty, and/or 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 a violation is suspected, penalties will be assessed. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a failing grade for the whole course, and referral 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

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

The course schedule for English Writing Special Session 5 may vary from that presented below.

Week	Topics
1	Introduction and Course Overview <ul style="list-style-type: none">• Introduction and overview: Argumentative essay writing• Feedback from 2017-18 English Writing Proficiency Test• Assessment overview• Overview of requirements for producing a thesis: organization, content, citations, references
2	Plagiarism and Citations <ul style="list-style-type: none">• Summarizing, paraphrasing, and verbatim text (i.e., direct quotes)• Citations and referencing using APA style <p>In class work: Proper citation formatting</p>
3	Argumentative Writing & Academic Outlining <ul style="list-style-type: none">• Types of writing• Argumentative essays• Academic outlines <p>In class work: Citing and outlining an article</p>

4	<p>Argumentative Body Paragraphs</p> <ul style="list-style-type: none"> • Topic sentence • Supporting points and evidence • Paraphrasing, quoting, & summarizing <p>Assessment #1 Due: Article Outline (10 points)</p>
5	<p>Summarizing</p> <ul style="list-style-type: none"> • Academic article summarization • Incorporating evidence • Revising and re-writing • Paraphrasing, quoting, & summarizing <p>Assessment #2 Due: Body paragraph (40 points)</p> <ul style="list-style-type: none"> • Individual assessment of one argumentative body paragraph
6	<p>Critical Thinking, Researching, & Source Materials</p> <p>Assessment #3 Due: Article summarization (40 points)</p> <ul style="list-style-type: none"> • Individual assessment of one academic/professional article