



北京大学  
汇丰商学院

Peking University HSBC Business School

## Course Code: WRTG Writing in English 2018 – 2019 Academic Year

### Course Information

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Office Hours: Thursdays 10.30am to noon; 2pm to 3pm.

#### **Classes:**

Lectures: Class 1: Monday 8.30am to 10.20am and Thursday 8.30am to 10.20am

Class 2: Monday 3.30 to 5.20pm and Thursday 3.30 to 5.20pm

Venue: Room 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 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 obtain 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**.

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.

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*, Samford, CT, USA: Cengage Learning.

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.

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*, Reading, UK: Garnet Publishing Ltd.

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.

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
1. 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 an outline, body paragraph and five paragraph essay.  Students will participate in peer review to both provide helpful feedback to classmates and sharpen their own analytical and communication skills.
2. Our graduates will be skilled in team work and leadership.	2.1 Students will be able to lead and participate in groups for projects, discussions and presentations.	This will be demonstrated in writing for the online debate and other assignments.
3. Our graduates will be trained in ethics.	3.2. Our students will practice ethics in the duration of the program.	Students will demonstrate ethical, reader-focused writing through assignments.  Students will respect and demonstrate academic integrity through understanding plagiarism and how to avoid it evidenced in their writing assignments.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.3. Our students will demonstrate competency in 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. 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 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 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, direct quotes, citations/references ;
- Organization, structure and writing of an argumentative essay and rebuttal essay.
- Reflective writing.

### 2.3 Assessment/Grading Details

Weighting	Type	Description
10 points (5%)	Attendance and Participation	Based on: in class attendance; participation in discussions and group work and; completion of homework. Need to attend every session.
10 points (5%)	Articles	Individually source 3 good research articles on your selected topic (10 points) <b>Due Week 1</b>
10 points (5%)	Essay Outline	In a team, write an outline of your argumentative essay <b>Due Week 2</b>
20 points (10%)	Electronic 'Handshake'	Students will introduce themselves, individually, to the group that are taking the opposite position in their argument. <b>Due Week 2</b>
10 points (5%)	Writing a Summary	Write a brief summary of a given piece of writing. <b>Due Week 3</b>
20 points (10%)	Draft Body Paragraphs	Students will hand in their corrected draft body paragraph – hard copy – in class. <b>Due Week 3</b>
20 points (10%)	Draft Introduction	As a group, students will hand in their draft introduction – hard copy – in class. <b>Due Week 4</b>
20 points (10%)	Draft Conclusion	As a group, students will hand in their draft conclusion – hard copy – in class. <b>Due Week 5</b>
20 points (10%)	Final Position Paper	Incorporate feedback and finalize group position paper. To be uploaded to Turnitin to check for plagiarism. <b>Due Week 5</b>
20 points (10%)	Final Rebuttal Paper	Incorporating feedback from the peer review – the group is to finalize their rebuttal paper and upload to Turnitin to check for plagiarism. <b>Due Week 7</b>
10 points (5%)	Presentation	Team presentation of paper. <b>Due Week 8</b>
20 points (10%)	Farewell Paper	Students will complete a reflective piece of written work based on their experience of the online debate experience. <b>Due Week 8</b>
10 points (5%)	Quiz	A final course quiz will be administered on the conventions of writing. <b>Due Week 8</b>

### **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) Absences, 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 other than verifiable emergencies) may result in automatic failure of the course.**

## 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

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

Week One Lesson One	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Process and purpose of writing</li> <li>• Course overview: coursework/online debate</li> </ul> <p><b>Critical Reading</b></p> <ul style="list-style-type: none"> <li>• Assessment overview</li> <li>• Exercise and examples</li> </ul>
Week One Lesson Two	<p><b>Body Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Topic sentences</li> </ul> <p><b>Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Elements of a Debate: Pro and Con</li> <li>• Our “debate” as position papers and rebuttals</li> <li>• Forms of Argument (PPT) - Simple model, chain model, cluster model, etc.</li> </ul> <p><b>Group Work</b></p> <ul style="list-style-type: none"> <li>• Select into groups: conduct research on topic as individuals – 3 articles per person - due next lesson</li> </ul>
Week Two Lesson Three	<p><b>Initial “Handshake”: An Expository Writing Self-Introduction</b></p> <ul style="list-style-type: none"> <li>• Explanation of assessment – upload to we chat groups and turnitin</li> </ul> <p><b>Body Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Topic sentences</li> <li>• Supporting points</li> <li>• Evidence</li> <li>• Final sentences</li> <li>• Work on sample body paragraphs as a group</li> <li>• Write individual body paragraphs – due next lesson</li> </ul>
Week Two Lesson Four	<p><b>Writing an Essay Outline</b></p> <ul style="list-style-type: none"> <li>• Examples of writing an outline</li> <li>• Working through an example – due next lesson</li> </ul>

Week Three Lesson Five	<b>Referencing/Citations</b> <ul style="list-style-type: none"> <li>• APA style guide</li> <li>• Avoiding plagiarism</li> <li>• Group activities on referencing/citations</li> </ul>
Week Three Lesson Six	<b>Introductions</b> <ul style="list-style-type: none"> <li>• ‘Funnell’ approach</li> <li>• Background information</li> <li>• Thesis statement writing</li> <li>• Work on sample introductions as a group</li> <li>• Write introduction as a group – due next lesson</li> </ul> <b>Summarizing and Paraphrasing</b> <ul style="list-style-type: none"> <li>• Avoiding plagiarism</li> <li>• Examples and exercises</li> </ul>
Week Four Lesson Seven	<b>Academic Register</b> <ul style="list-style-type: none"> <li>• Register – formal and informal language</li> </ul>
Week Four Lesson Eight	<b>Conclusions</b> <ul style="list-style-type: none"> <li>• Re-writing the thesis statement</li> <li>• Summarizing the key points</li> <li>• Final thoughts</li> <li>• Work on sample conclusions as a group</li> <li>• Write conclusion as a group – due next lesson</li> </ul>
Week Five Lesson Nine	<b>Linking/Transition Words</b> <ul style="list-style-type: none"> <li>• Activities and examples</li> </ul> <b>Group Work</b> <ul style="list-style-type: none"> <li>• Write final argumentative essay – due next week</li> </ul>
Week Five Lesson Ten	<b>Revising and Re-Writing and Fine Tuning</b> <ul style="list-style-type: none"> <li>• Conciseness</li> <li>• Editing</li> <li>• Cohesion Strategies</li> <li>• Avoiding and correcting wordiness</li> </ul>
Week Six Lesson Eleven	<b>Rebuttal Essays</b> <ul style="list-style-type: none"> <li>• How rebuttal essay will differ from the argumentative essay</li> <li>• Locating and listing the main points made by the opposition</li> </ul> <b>Sentence Fragments</b> <ul style="list-style-type: none"> <li>• How to identify and correct</li> </ul>
Week Six Lesson Twelve	<b>Rebuttal Essays</b> <ul style="list-style-type: none"> <li>• Begin brainstorming your rebuttal based on the analysis of the opposition’s position paper (remember that they will be doing the same with your paper!)</li> <li>• Outline the rebuttal</li> <li>• Team members work on segments of the rebuttal</li> <li>• Examples of rebuttal papers</li> <li>• Rebuttal paper draft – due next lesson</li> </ul>

Week Seven Lesson Thirteen	<p><b>Rebuttal Paper</b></p> <ul style="list-style-type: none"> <li>• Working as a team on writing the rebuttal paper</li> </ul> <p><b>Farewell “Handshake”: An Expository Writing Self-Reflection</b></p> <ul style="list-style-type: none"> <li>• How to write a farewell for the other team</li> </ul> <p><b>Run-on Sentences</b></p> <ul style="list-style-type: none"> <li>• How to identify and correct</li> </ul>
Week Seven Lesson Fourteen	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• The role of ‘story’ in a presentation</li> <li>• Overview of grading criteria for the presentation</li> <li>• Examples of presentations</li> </ul> <p><b>Parallelism</b></p> <ul style="list-style-type: none"> <li>• How to identify and correct</li> </ul> <p><b>Farewell Handshake</b></p> <ul style="list-style-type: none"> <li>• Due next week to be uploaded to turnitin and wechat</li> </ul>
Week Eight Lesson Fifteen	<p><b>Quiz: Conventions of Writing in English</b></p> <ul style="list-style-type: none"> <li>• Administered in class</li> </ul> <p><b>Team Presentations</b></p> <ul style="list-style-type: none"> <li>• Time to work on presentations as a group</li> </ul>
Week Eight Lesson Sixteen	<p><b>Team Presentations</b></p> <ul style="list-style-type: none"> <li>• Each team makes a brief presentation on their papers – their position paper/opposition paper and their rebuttal</li> </ul>

### **Late Work**

All assignments must be handed in on time on the due date (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 10%, 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 5%.

### **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.