



北京大学
汇丰商学院

Peking University HSBC Business School

Course Code: WRTG Writing in English ONE 2017 – 2018 Academic Year

Course Information

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Office Hours:

Classes:

Lectures:

Venue:

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 much more than using and spelling a lot of 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**. 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 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**.

Writing always requires the writer to think, but academic writing demands **critical thinking**. Not only does writing require the writer to **think critically**, 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 beginning the writing process, the writer must conduct an audience analysis to ensure the reader(s) will be interested in and understand the composition. The conscientious writer might ask the following questions before, during, and after the writing process.

- ◆ What is the audience’s education level and how much do they already know?
- ◆ How much needs to be explained?
- ◆ Does the final product include sufficient 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 teacher.

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 instil critical thinking skills.

Goal

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

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.
- Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. New York: Norton.
- 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
- Raimes, A. (2002). *Keys for writers*. Boston; Houghton Mifflin.
- Sutton, R.I. (2006, September 5) The truth about brainstorming, *Business Week*, p. 17. Retrieved from <https://www.bloomberg.com/news/articles/2006-09-24/the-truth-about-brainstorming>
- 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 are able to competently present their ideas and also logically explain and defend their argument.	This will be demonstrated in writing outlines, summaries, expository/argumentative paragraphs, and proper citation format. Students will participate in peer review to provide helpful feedback to classmates and sharpen personal 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 as evidenced in their writing assignments.
Our graduates will be skilled in problem-solving and critical thinking.		This will be demonstrated in writing assignments.

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 on a broad selection of topics to help students develop a greater 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 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 (i.e., paraphrase and summarize) academic research papers and other readings in English.
- 3) Exercise critical thinking and express ideas to be demonstrated in written work, to include appropriate outline, 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 verbatim text (i.e., direct quotes).
- Citations/references
- Organization of expository and argumentative paragraphs
- Syntax (sentence structure) and conciseness
- Basic grammar issues

2.3 Assessment/Grading Details

Weighting	Type	Description
10 points 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 points 10%	Outline	This shows the organisation of the ideas for the five paragraph essay and the reference list (APA Style). <i>This is a team assessment to be done in class.</i> Due in week 4
40 points 40%	Body Paragraphs	These are individual assessment pieces. Due in week 5,
40 Points 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 emergency, may be excused at the discretion of the instructor.

Late Work

All 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 other 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

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for 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.

The course schedule for English Writing Special Session 1 may vary from that presented below.

1	<p>Introduction and Course Overview</p> <ul style="list-style-type: none"> • Introduction and overview: Argumentative essay writing • Overview of requirements for producing a thesis: organization, content, citations, references • Process and purpose of writing • Assessment overview • Feedback from 2017-18 English Writing Proficiency Test
2	<p>The Basics of Writing</p> <ul style="list-style-type: none"> • Analyzing the reader: cultural differences and what English language readers expect • Unpacking the topic: defining key terms • Researching: search terms (role of synonyms); good sources/poor sources; age of sources • Summarizing, paraphrasing, and verbatim text (i.e., direct quotes) • Citations and referencing using APA style <p>In class work</p> <ul style="list-style-type: none"> • Proper citation formatting
3	<p>Writing an Outline</p> <ul style="list-style-type: none"> • Listing and grouping ideas • Supporting points • Evidence <p>In class work:</p> <ul style="list-style-type: none"> • Citing and outlining an article
4	<p>Body Paragraphs</p> <ul style="list-style-type: none"> • Topic sentences: topics and controlling ideas • Supporting points and evidence • Concise writing <p>Assessment #1 Due: Article Outline (10 points)</p>
5	<p>Body Paragraphs</p> <ul style="list-style-type: none"> • Supporting points • Evidence • Revising and re-writing • Concise writing <p>Assessment #2 Due: Body paragraph (40 points)</p>
6	<p>Body Paragraphs</p> <ul style="list-style-type: none"> • Closing sentences • Citations; references; cohesion <p>Assessment #3 Due: Article summarization (40 points)</p> <ul style="list-style-type: none"> • Individual assessment of one academic/professional article