



北京大学
汇丰商学院

Peking University HSBC Business School

Course Code: WRTG Writing in English 2 2017 – 2018 Academic Year

Course Information

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Office Hours: Thursdays 9am to midday

Classes:

Lectures: Tuesday (1.30-3.20pm; 3.30 to 5.20pm); Thursday (1.30 to 3.20pm); Friday (3.30 to 5.20pm)

Venue: Room 211

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**.

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.
- 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.
- 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
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.
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 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 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, and direct quotes;
- Citations/references ;
- Organization of a five paragraph essay;
- Syntax (sentence structure) and conciseness;
- Grammar.

2.3 Assessment/Grading Details

Part 2

Weighting	Type	Description
20 points 10%	Articles/Outline	Individually source 3 good research articles on your selected topic (10 points) In a team, write an outline of your argumentative essay (10 points) Due in Week 2
10 points 5%	Body Paragraph Peer Review	Bring a hard copy of your body paragraph for your team's argumentative essay and conduct a peer review of someone else's body paragraph. Penalty of minus 10 points if no hard copy of body paragraph brought. Due in Week 3
10 points 5%	Full Argumentative Essay Peer Review	Team to bring hard copies of entire argumentative essay and swap with another team to conduct a peer review. Penalty of minus 10 points if no hard copy brought to class. Due in Week 4
40 points 20%	1 st Draft Argumentative Essay	Using the feedback from the peer review – teams to correct any issues in their argumentative essay and lodge into Turnitin. Paper will feature an essay of five or six (5 or 6 depending on team size) paragraphs. Due in Week 4
40 points 20%	Presentation	Team presentation of paper. Due in Week 6
60 points 30%	Final Essay	Students will be required to work in a team to utilize feedback provided teacher to craft their final five paragraph argumentative essay. Due in Week 6
20 points 10%	Attendance and Participation	Based on: in class attendance; participation in discussions and group work and; completion of homework. Need to attend every session.

***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.

1	<p>Overview of Second Half of Writing Course</p> <ul style="list-style-type: none"> • Critical thinking and peer review philosophy and processes <p>Team Writing</p> <ul style="list-style-type: none"> • Focus on team writing • Teamwork and effective team communication (PPT) <p>Argumentative Essay</p> <ul style="list-style-type: none"> • Organize teams • Decide on topic • Writing an outline as a team • Review writing body paragraphs <p>Homework</p> <ul style="list-style-type: none"> • Source 3 good articles each; identify key ideas; write an outline as a team (20 points)
2	<p>Writing an Introduction</p> <ul style="list-style-type: none"> • ‘Funnel’ approach • Background information • Who is interested and why • Defining key terms • Thesis statement <p>Homework</p> <ul style="list-style-type: none"> • Write an individual body paragraph
3	<p>Writing a Conclusion</p> <ul style="list-style-type: none"> • Transition words and restating the thesis statement • Summarising the points • Final thoughts <p>Putting it all together - cohesion</p> <ul style="list-style-type: none"> • Teamwork • Conciseness • Cohesion • Transitions • Register/style <p>Body Paragraphs Peer Review – (10 points)</p> <ul style="list-style-type: none"> • Individual body paragraphs and make corrections <p>Homework</p> <ul style="list-style-type: none"> • Write full argumentative essay as a team
4	<p>Argumentative Essay (full paper) Peer Review – (10 points)</p> <ul style="list-style-type: none"> • Feedback within each team by reviewing the paper <p>How to Give Presentations</p> <ul style="list-style-type: none"> • Powerpoint effectiveness; body language and positioning; eye contact. <p>Assessment #3 Due: 1st Draft Full Team Essay – (40 points)</p>
5	<p>Editing and Fine Tuning the Essay</p>
6	<p>Group Presentations (40 points)</p> <p>Assessment #4 Due: Final Team Essay (60 points)</p>

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.