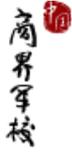




**PHBS**  
北京大学汇丰商学院



# WRTG Writing in English Module 4, 2019

## Course Information

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**Classes: Sessions 12 and 13**

Lectures: Monday/Thursday 8.30am to 10.20pm and Tuesday/Friday 8.30 to 10.20pm

Venue: PHBS Building, 227

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Office Hour: TBC

**Classes: Session 14**

Lectures: Monday/Thursday 10.30 – 12.20

Venue: PHBS Building, 227

## 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:

“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.**

The goal is 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 (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes. Students will be required to conduct research and write a argumentative essays and a rebuttal paper: both in academic style.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes: Essays, the debate, and formative in-class activities will require students to work together in groups.
	2.2. Students will be able to apply leadership theories and related skills.	Yes: within the large number of group activities.
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	No
	3.2. Our students will practice ethics in the duration of the program.	Yes: Evidenced in their writing assignments, students will respect and demonstrate academic integrity through understanding plagiarism and how to avoid it.
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes: Students will work on topics with global significance and will work with international students.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	No
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	No
	5.3. Our students will demonstrate competency in critical thinking.	Yes: This will be demonstrated in writing assignments, the debate and formative in-class activities.

### 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 writing, craft an argumentative essay and rebuttal and take part in a debate that will sharpen their literary conversational skills.

## 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, rebuttal essay, and problem-solution exposition.
- Reflective writing.

## 2.3 Assessment/Grading Details

***N.B.** Deadlines are indicative and may be changed at the discretion of the instructor.*

Weighting	Type	Description
5%	Participation	Individually, students will be assessed on their contribution toward in-class discussion, activities and group work.
5%	Writing a Summary	Individually, students will write a brief summary of an academic article. <b>DUE WEEK 2</b>
5%	Articles	Individually, students will source 3 ‘good’ research articles on the topic of their group’s project essay and provide a justification as to why they chose those articles <b>DUE WEEK 3</b>
10%	Problem & Solution Exposition	Individually, students will summarise a contemporary issue and propose possible solutions. <b>DUE WEEK 4</b>

<b>5%</b>	Essay Outline	As a group, students will write an outline of their project essay.  <b>DUE WEEK 4</b>
<b>15%</b>	Draft Body Paragraphs	Individually, students from each group will write one paragraph towards the project essay.  <b>DUE WEEK 5</b>
<b>5%</b>	Draft Introduction	As a group, students will write an introduction and conclusion for the project essay. Graded separately, they will be submitted together.  <b>DUE WEEK 6</b>
<b>5%</b>	Draft Conclusion	
<b>15%</b>	Final Position Paper (Project Essay)	Incorporating feedback from the different stages of development, each group will submit a final draft of the project essay (final position paper).  <b>DUE WEEK 7</b>
<b>5%</b>	Debate	Groups with opposite positions in the project essay (final position paper) will debate each other. Students will be graded individually.  <b>DUE WEEK 8</b>
<b>15%</b>	Final Rebuttal Paper	As a group, students will write a rebuttal of the position taken by their opponents in the project essay (final position paper) and the debate.  <b>DUE WEEK 9</b>
<b>5%</b>	Reflective Exposition	As a group, students will produce a final reflective piece of writing based on their experience of teamworking.  <b>DUE WEEK 9</b>

### **TARDINESS AND ABSENCE FROM CLASS**

- 1) You must arrive to 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.
- 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.

**Missing three classes (for any reason other than verifiable emergencies) may result in automatic failure of the course.**

### **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.

## 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 work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include 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 communicate 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 honour points, a mark of zero on the assessment, a fail 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* and in-class information.

## 3. Topics, Teaching and Assessment Schedule

**N.B.** This course schedule is indicative and may be changed at the discretion of the instructor.

Week One Lesson One	<b>Introduction:</b> <i>What is academic writing?</i> <ul style="list-style-type: none"> <li>• Process and purpose of writing;</li> <li>• Course overview: coursework/debate;</li> <li>• Assessment overview;</li> <li>• Individual timed in-class writing exercise &amp; peer review.</li> </ul>
Week One Lesson Two	<b>Ethics:</b> <i>Avoiding plagiarism</i> <ul style="list-style-type: none"> <li>• Critical Reading: an introduction;</li> <li>• Note-taking;</li> <li>• Paraphrasing: formative in-class activity.</li> <li>• Homework: Individual Formative Assessment – Paraphrasing (Peer Reviewed)</li> </ul>
Week Two Lesson Three	<b>Ethics:</b> <i>Avoiding plagiarism</i> <ul style="list-style-type: none"> <li>• Referencing/Citations: formative in-class activities;</li> <li>• Summarizing: formative in-class activity;</li> <li>• Homework: Summary Assessment (upload to Turnitin).</li> </ul>
Week Two Lesson Four	<b>Critical Thinking:</b> <i>Ideation</i> <ul style="list-style-type: none"> <li>• Perspectives</li> <li>• Topic Analysis</li> <li>• Project essay topics given to each group.</li> </ul>
Week Three Lesson	<b>Critical Thinking:</b> <i>Researching</i> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Aggregating</li> <li>• Triangulation</li> </ul>

Five	<ul style="list-style-type: none"> <li>• Synthesizing</li> <li>• Homework: Individual Assessment - Identify 3 sources related to the group project essay and justify your choice (upload to Turnitin).</li> </ul>
Week Three Lesson Six	<p><b>Critical Thinking: Problem &amp; Solution</b></p> <ul style="list-style-type: none"> <li>• Critical summarising</li> <li>• Proposing solutions</li> <li>• How to write a problem/solution exposition</li> <li>• Homework: Individual Assessment – Write a problem and solution paper (upload to Turnitin).</li> </ul>
Week Four Lesson Seven	<p><b>Writing the essay: Preparation</b></p> <ul style="list-style-type: none"> <li>• Outlining: formative in-class activities</li> <li>• Peer Review</li> <li>• Instructor Feedback</li> <li>• Homework: Group Assessment – Outline</li> </ul>
Week Four Lesson Eight	<p><b>Writing the Essay: Paragraphing</b></p> <ul style="list-style-type: none"> <li>• Topic sentences</li> <li>• Signposting</li> <li>• In-class formative exercises</li> <li>• Homework: Individual Formative Assessment - paragraph (Peer Reviewed)</li> </ul>
Week Five Lesson Nine	<p><b>Writing the Essay: Paragraphing</b></p> <ul style="list-style-type: none"> <li>• Coherence and Cohesion</li> <li>• Register and refining</li> <li>• In-class formative exercises</li> <li>• Homework: Individual Assessment - body paragraph (upload to Turnitin).</li> </ul>
Week Five Lesson Ten	<p><b>Writing the Essay: Introduction &amp; Conclusion</b></p> <ul style="list-style-type: none"> <li>• Background information</li> <li>• Thesis statement writing</li> <li>• Re-writing the thesis statement</li> <li>• Summarizing the key points</li> <li>• Homework: Group Assessment – Introduction &amp; Conclusion (upload to Turnitin).</li> </ul>
Week Six Lesson Eleven	<p><b>Writing the Essay: Reviewing</b></p> <ul style="list-style-type: none"> <li>• Editing</li> <li>• Proofreading</li> <li>• Homework: Group Assessment – Write the first draft of the final position paper (upload to Turnitin) &amp; bring hard copy to next class.</li> </ul>
Week Six Lesson Twelve	<p><b>Writing the Essay: Redrafting</b></p> <ul style="list-style-type: none"> <li>• In-class peer review</li> <li>• Group writing</li> <li>• Instructor feedback</li> <li>• Homework: Group Assessment - finish writing the final position paper (upload to Turnitin)</li> </ul>
Week Seven Lesson Thirteen	<p><b>Counterargument: Rebuttal</b></p> <ul style="list-style-type: none"> <li>• What is a rebuttal? How does it differ from the final position paper?</li> <li>• Critical Reading: the opposition’s position paper</li> <li>• Identifying main points/evidence</li> <li>• Rebuttal and the debate</li> <li>• Homework: Preparation for the debate</li> </ul>
Week Seven Lesson Fourteen	<p><b>Counterargument: Debating</b></p> <ul style="list-style-type: none"> <li>• The Debate</li> <li>• In-class participation exercise for those not debating</li> <li>• Homework: Review the argument from your debate.</li> </ul>
Week Eight Lesson Fifteen	<p><b>Counterargument: Rebuttal</b></p> <ul style="list-style-type: none"> <li>• Instructor Feedback: the debate</li> <li>• Examples of rebuttal papers</li> <li>• Planning &amp; Outlining</li> <li>• Homework: Group Activity - Rebuttal Outline. Bring to next class.</li> </ul>

Week Eight  Lesson Sixteen	<p><b>Counterargument: Redrafting the Rebuttal</b></p> <ul style="list-style-type: none"> <li>• In-class peer review</li> <li>• Group writing</li> <li>• Instructor feedback</li> <li>• Homework: Group Assessment – Write the rebuttal paper (upload to Turnitin).</li> </ul>
Week Nine  Lesson Seventeen	<p><b>Critical Thinking: Teamwork &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Evaluating team performance</li> <li>• Identifying roles within the team</li> <li>• Homework: Group Assessment – Reflective exposition (upload to Turnitin).</li> </ul>
Week Nine  Lesson Eighteen	<p><b>Review &amp; Feedback</b></p> <ul style="list-style-type: none"> <li>• Instructor Feedback</li> <li>• Group Activity</li> <li>• End of course questionnaire</li> </ul>