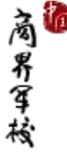




**PHBS**  
北京大学汇丰商学院



# AWE

## Academic Writing in English

### Module 4, 2020/21

#### Course Information

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**Instructor: Jonathan Pearson, PhD**

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Email: [pearson@phbs.pku.edu.cn](mailto:pearson@phbs.pku.edu.cn)

Office Hour: TBC

**Classes:**

Session 12

Lectures: Monday & Thursday 10:30-12:20

Venue: PHBS Building, Room 325

Session 13

Lectures: Monday & Thursday 15:30-17:20

Venue: PHBS Building, Room 325

**Instructor: Bing Han, MA**

Office: PHBS Building, Room 604

Email: [bhan@phbs.pku.edu.cn](mailto:bhan@phbs.pku.edu.cn)

Office Hour: TBC

**Classes:**

Session 14

Lectures: Tuesday & Friday 08:30-10:20

Venue: PHBS Building, Room 227

Session 15

Lectures: Tuesday & Friday 13:30-15:20

Venue: PHBS Building, Room 227

## 1. Course Description

### 1.1 Context

Writing is a “process of discovery and interpretation... of seeing relationships and making meanings”.

(Berthoff, 1981)

Course overview:

This course is designed to introduce you to **academic writing in English**. It is an initial engagement with the processes which you will require for your final year dissertation, as well as fulfilling other written assignments during your study at PHBS.

While the course is titled "Writing in English", it is specifically **academic English** with a focus on writing. The four key skills of reading, writing, listening and speaking are intrinsically linked and cannot be disaggregated. You will need to read academic texts, listen to academic lectures, and use academic language in peer- and instructor led-discussion, all with a view to producing a clear and **persuasive written academic text**. All of these processes are **active** and require **criticality**.

For second language (L2) learners, writing in English is most often taught as a function of language learning. It is focused mainly on vocabulary building and grammar, usually to prepare students for tests. However, within this class, **inductive reasoning** and **argument** are paramount. Students will choose a **position**, or point of view within an argument, and then focus a **justification** to **persuade** the reader of the efficacy of that position. This is much more than reproducing language, and at the heart of the **process** is **critical thinking**, which transcends second-language acquisition as a **higher order skill** demanded by employers and universities of any nationality. Explicitly, you will need to:

- Think creatively to generate ideas and opinions (de Bono, 1970);
- Test and explore your assumptions, as well as those of others, including fellow students and academic authors;
- Invoke "deliberate analytical action" (Vygotsky, 2012, p.192);
- Critically evaluate sources and their arguments;
- Demonstrate breadth and depth of knowledge;
- Synthesise your findings;
- Reach conclusions;
- Use your own language to voice these conclusions.

**Communication** is the **writer's responsibility** rather than that of the reader, such that you will need to develop clear logic and reasoning, before communicating this as effectively as possible using concise and precise language. As a **social process**, academic writing requires you to have a clear understanding of who you are writing for (**audience/reader**) and their expectations, plus the academic protocol, or requirements, of the subject and level, in terms of content, linguistic style (**register**), and **format** (APA formatting, citations & referencing). This can be seen as a **conversation** between you and the reader, set at master's level within the discipline of the Social Sciences (**genre**). Implicit within this is an **ethical responsibility** that includes avoiding **plagiarism**.

Production of academic writing can be challenging because of the assiduity, precision and patience required; after all, **no-one's first language is academic English!** However, the course will lead you through a **process** that involves multiple stages, each one of which you will practice, scaffolding your development. As academics, we also need to write to think and you will have the opportunity to develop **creativity** and **criticality**, as you work through **draft** and **redraft**, refining your composition, enhancing the strength of your justification and the clarity of your argument.

Through these processes and demands, this course aims to stretch and challenge, enabling both personal intellectual and cognitive growth (Vygotsky, 1978), as well as linguistic development (Krashen, 1981).

## **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:

American Psychological Association. (2019). *APA Publication Manual* (7<sup>th</sup> ed.). American Psychological Association.

American Psychological Association. (2020). *Reference Examples*.

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

- Bailey, S. (2015). *Academic Writing for International Students of Business*. Routledge.
- Beebe, S., & Beebe, S. (2010). *Public Speaking Handbook*. Pearson.
- Berthoff, A. E. (1981). *The making of meaning: metaphors, models, and maxims for writing teachers*. Heinemann.
- Blaxter, L., Hughes, C. & Tight, M. (2010). *How to Research* (4<sup>th</sup> Ed.). Open University Press.
- de Bono, E. (1979; 1990). *Lateral Thinking: A Textbook of Creativity*. Penguin.
- Day, T. (2018). *Success in Academic Writing. Second Edition*. Palgrave.
- Everson, B.J. (1991). Vygotsky and the Teaching of Writing. *Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy*, 13(3), pp.8-11.
- Gillet, A., Hammond, A. & Martala, M. (2009). *Successful Academic Writing*. Pearson.
- Graff, G., & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. Norton.
- Guffey, M.E. & Loewy, D. (2015) *Business Communication*. Cengage Learning.
- Hewings, M. (2005). *Advanced Grammar in Use: A self-study and reference book for advanced learners of English*. Cambridge University Press.
- 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.
- Katz, L. (2018). *Critical Thinking and Persuasive Writing for Postgraduates*. Palgrave.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Pergamon Press.
- Marshall, J. (2006). *How to write an essay*. Spark Publishing.
- Paul, R. & Elder, L. (2019). *The Nature and Functions of Critical and Creative Thinking* (3<sup>rd</sup> ed.). Rowman & Littlefield.
- Pedagogy in action (2007, April 20), retrieved on 7 November 2016 from <https://serc.carleton.edu/sp/library/peerreview/tips.html>
- Mackenzie, I. (2010). *English for Business Studies: A course for Business Studies and Economics students*. Cambridge University Press.
- Monippaly, M. & Badrinarayan, S. (2010). *Academic Writing: A Guide for Management Students and Researchers*. Response.
- Morley, J. (2018). *Academic Phrasebank: A compendium of commonly used phrasal elements in academic English in PDF format*. The University of Manchester.
- Pears, R. & Shields, G. (2019). *Cite Them Right: The essential referencing guide* (11<sup>th</sup> ed.). Palgrave.
- Raimes, A. (2002). *Keys for writers*. Houghton Mifflin.
- Read, Siew Hean. (2019). *Academic Writing Skills for International Students*. Red Globe Press.
- Roen, D., Glau, G., & Maid, B. (2011). *McGraw Hill guide to writing for college, writing for life*. McGraw Hill.
- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students. Essential Tasks and Skills* (3<sup>rd</sup> ed.). University of Michigan Press.
- Toulmin, S.E. (2003). *The Uses of Argument*. Cambridge University Press.
- Vygotsky, L. (1978). *Mind and Society. The Development of Higher Psychological Processes*. Harvard University Press.
- (2012). *Thought and Language*. MIT Press.
- Wallwork, A. (2011). *English for Writing Research Papers*. Springer.
- (2013). *English for Academic Research: Grammar Exercises*. Springer.
  - (2013). *English for Academic Research: Vocabulary Exercises*. Springer.
  - (2016). *English for Academic Research: Writing Exercises*. Springer.
  - (2016). *English for Presentations at International Conferences*. Springer.

In addition, students will be introduced to Coxhead’s Academic Word List (AWL), Davies and Gardner’s Academic Vocabulary List (AVL), and Ackermann and Chen’s Academic Collocation List (ACL).

## 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 an argumentative essay in academic style and defend a position.
	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 teamwork and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes: Essays, defense, 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 assignments, students will respect and demonstrate academic integrity through understanding and avoiding plagiarism.
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 some 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.	Not specifically, although students are encouraged to apply theories from their fields in their writing.
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Not specifically, although the development of reasoning, argument and persuasion are critical in business settings.
	5.3. Our students will demonstrate competency in critical thinking.	Yes: This will be demonstrated in written assignments, the defense, 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 audience (reader) and last as a product. Students will learn how to evaluate writing, craft an argument in support of a position that they can defend both in terms of a thesis (essay) and in terms of a defense (written response to questions).

### **Academic Writing**

The ultimate aim of this course is to introduce students to concepts and foundational skills that will help them successfully write their master's thesis. As such, they 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 written work, with a clearly stated thesis, supporting evidence, and appropriate in-text citations and references.

### **Critical Thinking**

Critical thinking is infused throughout the course, within every class, exercise and assignment. However, there will also be specific focus on:

- Creative thinking;
- Analysis;
- Evaluation;
- Synthesis;
- Argumentation.

### **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 citations/references;
- Organization, structure and writing of an argumentative essay;
- Academic format and register (style);
- Defending a position.

## 2.3 Assessment/Grading Details

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

Weighting	Type	Description
15%	Source Assignment	Individually, students will source 2 'credible' research articles on the topic of their group's position paper. They will write an essay justifying the credibility of those sources and a summary of the key arguments.
35%	Draft Body Paragraphs	Individually, students will write one paragraph towards their group's position paper.
35%	Final Position Paper	Each group will submit a final draft of the position paper, incorporating feedback from the different stages of development.
10%	Defence of Final Position	Each group will produce an extended piece of writing, defending its position by answering questions posed by the instructor.
5%	Participation	Individually, students will be assessed on their contribution toward in-class discussion, analysis of homework reading, activities and exercises, along with group and peer reviewed work.

### **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 via electronic submission (either through Turnitin, the CMS or email, 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 submitted 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 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 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 an academic misconduct check. A 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.

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 fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information on 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 1 Lesson 1	<b>Introduction: What is Academic Writing?</b> <ul style="list-style-type: none"> <li>• Process and purpose of academic writing;</li> <li>• Course overview.</li> </ul> Homework: Writing Exercise & Assigned Reading.
Week 1 Lesson 2	<b>Ethics: Avoiding Plagiarism I</b> <ul style="list-style-type: none"> <li>• Plagiarism;</li> <li>• Paraphrasing;</li> <li>• Introduction to Peer Review.</li> </ul> Homework: Individual Paraphrase Exercise.
Week 2 Lesson 3	<b>Ethics: Avoiding Plagiarism II</b> <ul style="list-style-type: none"> <li>• Introduction to APA Formatting, Citations &amp; Referencing;</li> <li>• Summarizing.</li> </ul> Homework: 1. Individual Summary Exercise 2. Individual Referencing/Citation test preparation. 3. Choosing Teams.
Week 2 Lesson 4	<b>Critical Thinking: Introduction &amp; Teamwork</b> <ul style="list-style-type: none"> <li>• Referencing/Citation Quiz;</li> <li>• Critical Thinking;</li> <li>• Teamworking.</li> </ul> Homework: 1. Individual & Group setting of teamworking norms. 2. Topic choice
Week 3	<b>Critical Thinking: Ideation &amp; Analysis</b> <ul style="list-style-type: none"> <li>• Creative Thinking;</li> </ul>

Lesson 5	<ul style="list-style-type: none"> <li>• Topic Inquiry &amp; Analysis.</li> </ul> <p>Homework: Group Topic Analysis Exercise.</p>
Week 3 Lesson 6	<p><b>Critical Thinking: Research</b></p> <ul style="list-style-type: none"> <li>• Source Identification &amp; Evaluation.</li> </ul> <p>Homework: Summative Assessment: Individual Writing Assignment (Source Justification &amp; Summary).</p>
Week 4 Lesson 7	<p><b>Critical Thinking: Evaluating Argument</b></p> <ul style="list-style-type: none"> <li>• Critical Reading;</li> <li>• Logic &amp; Reasoning;</li> <li>• Argumentation.</li> </ul> <p>Homework: Continue with Individual Writing Assignment (Source Justification).</p>
Week 4 Lesson 8	<p><b>Writing the Essay: Preparation I</b></p> <ul style="list-style-type: none"> <li>• Outlining;</li> <li>• Working Thesis Statement;</li> <li>• Working Topic Sentences.</li> </ul> <p>Homework: Draft Group Position Paper Outline for seminar discussion.</p>
Week 5 Lesson 9	<p><b>Writing the Essay: Preparation II</b></p> <ul style="list-style-type: none"> <li>• Group Position Paper Outline Seminars.</li> </ul> <p>Homework: Revise Group Position Paper Outline.</p>
Week 5 Lesson 10	<p><b>Writing the Essay: Paragraphing I</b></p> <ul style="list-style-type: none"> <li>• Paragraph Structure;</li> <li>• Topic Sentences Revisited;</li> <li>• Supporting Sentences;</li> <li>• Concluding Sentences.</li> </ul> <p>Homework: Draft individual body paragraph.</p>
Week 6 Lesson 11	<p><b>Writing the Essay: Paragraphing II</b></p> <ul style="list-style-type: none"> <li>• Logical Cohesion;</li> <li>• Coherence and Cohesion.</li> </ul> <p>Homework: Individual Paragraph Peer Review.</p>
Week 6 Lesson 12	<p><b>Writing the Essay: Paragraphing III</b></p> <ul style="list-style-type: none"> <li>• Refining;</li> <li>• Concision;</li> <li>• Word order.</li> </ul> <p>Homework: Summative Assessment: Individual body paragraph.</p>
Week 7 Lesson 13	<p><b>Writing the Essay: Introduction</b></p> <ul style="list-style-type: none"> <li>• Opening Statement;</li> <li>• Background information;</li> <li>• Parameters;</li> <li>• Thesis Statement Revisited.</li> </ul> <p>Homework: Draft Group Introduction.</p>
Week 7 Lesson 14	<p><b>Writing the Essay: Conclusion</b></p> <ul style="list-style-type: none"> <li>• Synthesizing the Key Points;</li> <li>• Final Thoughts.</li> </ul> <p>Homework: Draft Group Conclusion.</p>
Week 8 Lesson 15	<p><b>Writing the Essay: Specific Mechanics</b></p> <ul style="list-style-type: none"> <li>• Coherence between paragraphs;</li> <li>• Register;</li> <li>• Prepositions;</li> <li>• Punctuation.</li> </ul>

	Homework: Draft Group Position Paper for seminar discussion.
Week 8 Lesson 16	<b>Writing the Essay: Group Seminars</b> <ul style="list-style-type: none"> <li>• Group Position Paper Seminars.</li> </ul> Homework: Revise Group Position Paper
Week 9 Lesson 17	<b>Writing the Essay: Editing &amp; Proofreading</b> <ul style="list-style-type: none"> <li>• Editing;</li> <li>• Proofreading.</li> </ul> Homework: Summative Assessment: Complete the final draft of Group Position Paper.
Week 9 Lesson 18	<b>Review &amp; Feedback</b> <ul style="list-style-type: none"> <li>• Review &amp; instructor feedback;</li> <li>• Thinking to the future: the thesis.</li> </ul> Homework: Summative Assessment: Write the Group Defense Response.