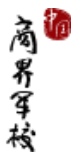




# PHBS

北京大学汇丰商学院



## WRTG Writing in English Module 3, 2020

### Course Information

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**Classes: Sessions 9 and 10**

Lectures: Monday/Thursday 8.30 to 10.20 and Monday/Thursday 15.30 to 17.20

Venue: Online.

### 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:

This course is designed to introduce you to academic English and critical thinking, demonstrated through writing and defending a position or argument. This is an initial engagement with the processes which you will require for your final year dissertation.

Arguing in English is more than a simply reproducing language. At its heart is critical thinking, which, transcends second-language acquisition, as a higher order skill, demanded by employers and universities of any nationality.

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?

**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 of this course is reader-focused content development for expository, argumentative and academic writing – not “perfect” English.

## **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 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 team work 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 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 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.	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 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**

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 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;
- Presenting and defending a position.

## **2.3 Assessment/Grading Details**

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

<b>Weighting</b>	<b>Type</b>	<b>Description</b>
<b>10%</b>	Participation	Individually, students will be assessed on their contribution toward in-class discussion, analysis of homework reading, activities and group work.
<b>10%</b>	Articles	Individually, students will source 3 ‘credible’ research articles on the topic of their group’s paper and provide a justification as to why they chose those articles.
<b>10%</b>	Essay Outline	As a group, students complete an outline of their position paper.
<b>25%</b>	Draft Body Paragraphs	Individually, students from each group will write one paragraph towards the position paper.

<b>35%</b>	Final Position Paper	Incorporating feedback from the different stages of development, each group will submit a final draft of the position paper.
<b>10%</b>	Defense of Final Position	In groups, students will defend their position by answering questions posed by the instructor.

### **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 1 Lesson 1	<b>Introduction: What is academic writing?</b> <ul style="list-style-type: none"> <li>• Process and purpose of writing;</li> <li>• Course overview;</li> <li>• Assessment overview;</li> <li>• Homework: Reading - Individual timed in-class writing exercise &amp; peer review.</li> </ul>
Week 1 Lesson 2	<b>Ethics: Avoiding plagiarism</b> <ul style="list-style-type: none"> <li>• Recap;</li> <li>• Plagiarism;</li> <li>• Paraphrasing;</li> </ul> Homework: Formative Assessment: Individual Paraphrase Assignment.
Week 2 Lesson 3	<b>Ethics: Avoiding plagiarism</b> <ul style="list-style-type: none"> <li>• APA Formatting;</li> <li>• Summarizing;</li> <li>• Referencing/Citations.</li> </ul> Homework: Referencing/Citation test preparation.
Week 2 Lesson 4	<b>Critical Thinking: Individual</b> <ul style="list-style-type: none"> <li>• Critical reading;</li> <li>• Evaluating Argument.</li> </ul> Homework: Identifying team members & initial topic exploration.
Week 3 Lesson 5	<b>Critical Thinking: Teamwork</b> <ul style="list-style-type: none"> <li>• Referencing/Citation Quiz;</li> <li>• Note-taking;</li> <li>• Identifying roles within the team;</li> <li>• Groupthink;</li> <li>• Introduction to Peer Review;</li> <li>• Critical thinking.</li> </ul> Homework: Formative Assessment: Individual & Group setting of teamworking norms
Week 3 Lesson 6	<b>Critical Thinking: Ideation</b> <ul style="list-style-type: none"> <li>• Perspectives;</li> <li>• Topic / Position Inquiry &amp; Analysis;</li> <li>• Project essay topics chosen.</li> </ul> Homework: Formative Assessment: Group Topic Analysis
Week 4 Lesson 7	<b>Critical Thinking: Research</b> <p>Argumentation; Source identification &amp; evaluation.</p> Homework: Summative Assessment: Individual Source Justification
Week 4	<b>Writing the essay: Preparation</b> <ul style="list-style-type: none"> <li>• Outlining;</li> </ul>

Lesson 8	<ul style="list-style-type: none"> <li>Working Thesis Statement;</li> <li>Working Topic Sentences.</li> </ul> <p><b>Homework: Summative Assessment: Group Position Paper Outline</b></p>
Week 5 Lesson 9	<p><b>Presenting &amp; Defending</b></p> <ul style="list-style-type: none"> <li>Presentation;</li> <li>Delivery;</li> <li>Stress &amp; Rhythm;</li> <li>PPT.</li> </ul>
Week 5 Lesson 10	<p><b>Writing the Essay: Paragraphing I</b></p> <ul style="list-style-type: none"> <li>Recap;</li> <li>Structure;</li> <li>Topic sentences;</li> <li>Supporting Sentences;</li> <li>'So what' sentences.</li> </ul> <p>Homework: Formative Assessment: Rewrite topic sentences; Begin drafting your individual paragraph.</p>
Week 6 Lesson 11	<p><b>Writing the Essay: Paragraphing II</b></p> <ul style="list-style-type: none"> <li>Recap: Structuring;</li> <li>Warrants;</li> <li>Coherence and Cohesion.</li> </ul> <p>Homework: Formative Assessment: Individual draft body paragraph &amp; paragraph peer review.</p>
Week 6 Lesson 12	<p><b>Writing the Essay: Paragraphing III</b></p> <p>Recap: Practice exercises; Refining; Concision; Word order.</p> <p><b>Homework: Summative Assessment: Individual body paragraph.</b></p>
Week 7 Lesson 13	<p><b>Writing the Essay: Introduction</b></p> <ul style="list-style-type: none"> <li>Recap: Concision &amp; word order;</li> <li>Opening Statement;</li> <li>Background information;</li> <li>Parameters;</li> <li>Thesis statement revisited.</li> </ul> <p>Homework: Formative Assessment – Group Introduction &amp; Introduction peer review.</p>
Week 7 Lesson 14	<p><b>Writing the Essay: Conclusion</b></p> <ul style="list-style-type: none"> <li>Recap: Introduction;</li> <li>Synthesizing the key points;</li> <li>Final Thoughts;</li> <li>In-class writing practice.</li> </ul> <p>Homework: Formative Assessment – Group Conclusion &amp; Conclusion peer review.</p>
Week 8 Lesson 15	<p><b>Writing the Essay: Specific Mechanics</b></p> <ul style="list-style-type: none"> <li>Recap: Conclusion;</li> <li>Coherence between paragraphs;</li> <li>Register;</li> <li>Prepositions;</li> <li>Punctuation.</li> </ul> <p>Homework: Formative Assessment: Complete a draft of your position paper.</p>
Week 8	<p><b>Writing the Essay: Editing &amp; Proofreading</b></p>

Lesson 16	<ul style="list-style-type: none"> <li>• Editing;</li> <li>• Proofreading;</li> <li>• Practice exercises.</li> </ul> <p>Homework: Formative Assessment – Redraft your position paper.</p>
Week 9 Lesson 17	<p><b><i>Writing the Essay: Finetuning</i></b></p> <ul style="list-style-type: none"> <li>• Student-led question &amp; answer session.</li> </ul> <p>Homework: Summative Assessment – Complete the final draft of your position paper &amp; write a group defense response.</p>
Week 9 Lesson 18	<p><b><i>Review &amp; Feedback</i></b></p> <ul style="list-style-type: none"> <li>• Review &amp; instructor feedback;</li> <li>• Evaluating team performance;</li> <li>• In-class reflective exposition;</li> <li>• Thinking to the future: the thesis.</li> </ul>