Writing 90SK
U.S. Academic Writing for English as a Foreign Language (EFL) Students
Fall 2014 and Spring 2015

Dates / contact hours: Class meets four times a week for seven weeks. 38 contact hours.
Academic Credit: 1 course
Areas of Knowledge: no course codes as agreed
Modes of Inquiry: no course codes as agreed
Course format: seminar

Instructor’s Information

Thompson Writing Program EFL/ESL Specialist

Prerequisite(s), if applicable

Writing test administered on-site for English language learner students for placement into this course or, if eligible, the more advanced “Writing Across Cultures” course.

Course Description

An introduction to academic writing culture in the U.S. and an initial platform for students to learn to communicate effectively through their writing in a U.S. academic environment.

Course Goals / Objectives

The goals of the seminar are for students to gain practice, proficiency, and fluency in utilizing and analyzing formal U.S. academic features across a variety of academic genres. The course will also offer experience in oral presentations characteristic of U.S. academic environments. Seminars will be theme based.

To help prepare students to take “Writing Across Cultures” and/or other courses at DKU, this course will, among other things specific to English Foreign Language students, consider the following key “habits of mind” (“Framework for Success in Postsecondary Writing,” Writing Program Administrators, http://wpacouncil.org/framework) characteristic of U.S. academic writing:
Curiosity  Persistence
Openness  Responsibility
Engagement  Flexibility
Creativity  Metacognition

These experiences aim to develop students’ rhetorical knowledge, critical thinking, writing processes, knowledge of conventions, and activities to compose in U.S. academic environments. At DKU, the course will address the specific needs of EFL students.

**Required Text(s)/Resources**

*They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

Selected articles and handouts available electronically. Handouts such as the ones listed below, for example, are available on the Duke Writing Studio web site (http://twp.duke.edu/writing-studio)

1. Thesis statements
2. Effective conclusions
3. Cohesion, concision, coherence
4. Improving word choice: (COCA) /usage, grammar, and vocabulary
5. Oral presentations
6. Sentence structure
7. Summarizing, paraphrasing, using sources/quotations/citations, avoiding plagiarism
8. Entering Classroom Discussions

**Recommended Text(s)/Resources**

How Writing Leads to Thinking (And not the other way around): http://www.historians.org/perspectives/issues/2010/1002/1002art1.cfm

College Writing in China and America: A Modest and Humble Conversation, with Writing Samples: http://www.ncte.org/cccc/ccc/issues/v64-2


The Values that Americans Live by:
http://www.mme.wsu.edu/symposia/symposia_07-08/The Values Amer.pdf

Additional Materials (optional)


Course Requirements / Key Evidences

Frequent short writing and reading assignments and oral presentations

Technology Considerations, if applicable

Laptops and Internet Access

Assessment Information / Grading Procedures

Short writing assignments: 50% / Final project: 25% / Other (blog, Sakai postings, and oral presentations, etc.): 25%

More than three class absences will affect the final grade

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

Through reading, writing, and critical analysis experiences, these English as a Foreign Language students will develop an ability to compose in multiple environments, including in a U.S. style classroom setting. The oral communication skills component of the class will help develop them the skills and strategies necessary to be active and confident participants in a multi-cultural academic culture.

Students will gain experience in (written and spoken) intercultural communication through/by interacting with native speakers of English in the United States through such mechanisms as blog posts and responses, Skype tutoring, and email.

Course Policies and Guidelines

ACADEMIC INTEGRITY

We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke’s web materials on plagiarism to ensure that you are aware of the academic
conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See http://library.duke.edu/research/plagiarism).

Maintain your academic integrity and avoid plagiarism by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources, (b) attempting to cite all sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another’s work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.

**ABSENCE S AND TARDIES**

Situations may arise that necessitate your missing class. You are permitted to miss a total of three class meetings over the course of the term without penalty. Any absences beyond this limit will result in your final course grade being lowered a full letter grade for each additional day missed. (In other words, a grade of B- would become a C-.)

I expect you to arrive to class on time, ready to engage in the day’s work. I permit you three tardies (5-10 minutes late) without penalty over the course of the semester. If you are tardy beyond this limit, your final course grade will be lowered a half grade for each tardiness beyond the limit of three. (In other words, a grade of B would become a B-.)

**THE WRITING STUDIO: WORKING WITH A TUTOR**

During the semester, you will meet regularly with a Writing Studio tutor based at Duke University in Durham, NC via Skype or Adobe Connect. The tutor will strategize with you about how to revise your work, taking up concerns about analysis, argument, and structural strategies, as well as word choice and grammar concerns. You will be able to schedule regular individual tutoring sessions. E-Tutoring sessions will also be available, where you can fill out a detailed submission form and submit a draft for feedback electronically.

**Tentative Course Outline**

**Unit 1: Introduction to U.S. Classroom Culture: Academic Communication in a Foreign Language**

**KEY CONCEPTS**

- Eight “habits of mind” essential for academic success in the U.S. classroom: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. (See “Framework for Success in Postsecondary Writing” (http://wpacouncil.org/framework)
- Participation: What does it mean to be a fully engaged and contributing participant in the U.S. classroom, including accepted and effective behaviors and communicating with classmates and faculty?
- Academic Integrity: Being a part of the academic conversation and crediting fellow scholars
Formality: Recognizing that communication falls along an informal/formal continuum. Assignments progress from informal to the more formal and offer practice in both.

PRACTICE

- In-class writing, short responses
- Emails
- Blogging

ORAL PRESENTATION COMPONENT

Introductions: Students practice introducing themselves in collegiate and professional situations. Students can record and/or Skype a short introduction to their Duke blogging partners.

UNIT 2: Joining the Academic Conversation

KEY CONCEPTS

- linear essay structure
- sentence structure, old to new
- paragraph structure, broad – specific – broad
- flow/cohesion/organization of ideas
- transitions to lead the reader through the writer’s logical flow

PRACTICE

Narrative autobiographical essay

ORAL PRESENTATION COMPONENT

Cover elements of oral presentations: introduction, body, conclusion (with helpful oral phrasing and vocabulary)

Create a short presentation based on student’s narrative essay incorporating effective oral presentation components.

UNIT 3: Recognizing Cultural Stereotypes and Discussing Educational Norms

KEY CONCEPTS

- learning to express an opinion
- critiquing other’s ideas
- hedging/qualifying language
- positioning yourself
- maintaining credibility
- summary
• paraphrasing
• quoting

PRACTICE

• Researched, argumentative short essay
• Short responses to readings
• Blog posts

ORAL PRESENTATION COMPONENT

• Visuals
• Audience rapport, responding to the audience (nonverbal communication, language for responding to questions)
• Students create a presentation based on the assignment text that incorporates a visual and has a question and answer element

UNIT 4: Moving Forward: Focus on Communicating in the DKU Academic Community

KEY CONCEPTS

• Making Texts Public
• The DKU Academic Community

PRACTICE

Oral presentation that extends either Unit 2 or Unit 3, with visual component such as Prezi, Powerpoint, or Poster.

ORAL PRESENTATION COMPONENT

Students present their final projects, inviting the DKU community to attend.

Bibliography (optional)