



Writing 90SK

U.S. Academic Writing for English as a Foreign Language (EFL) Students

Spring 2017

Dates / contact hours: Class meets two times a week for fourteen weeks.

Academic Credit: 1 course

Areas of Knowledge/Modes of Inquiry: no course codes as agreed

Course format: seminar

Instructor's Information

Name + title

Prerequisite(s), if applicable

No prerequisite.

Course Description

An introduction to communicating effectively through writing in a US academic environment.

Course Goals / Objectives

This course has three sets of goals:

1) Help you learn to present an effective case/make effective arguments. This includes learning to:

- ❖ Read carefully to understand the ideas of others, and accurately summarize these ideas.
- ❖ State a clear position (often a response to what others have said).
- ❖ Present effective arguments to support your position.
- ❖ Explain and support your arguments adequately, using specific detail and examples.
- ❖ Get feedback from others (in part by doing presentations).
- ❖ Revise and improve your arguments.

2) Help you learn how to write a university course paper, following the norms and conventions of American universities. This includes learning to:

- ❖ Use library and online resources to locate source materials.
- ❖ Appropriately use material from other sources (citation, quotation, references, avoiding plagiarism).
- ❖ Plan your paper (outlining, etc.).

- ❖ Write effective course papers (clear flow of thought, etc.).
- ❖ Make effective presentations.
- ❖ Build the accuracy of your written English.

3) Give you opportunity to learn about a major contemporary issue related to language and/or culture.

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.

Recommended Text(s)/Resources

Many useful handouts are found on Duke's Writing Studio web site: <http://twp.duke.edu/writing-studio>

Course Requirements / Key Evidences

- 1) Short summary + response papers.
- 2) Course papers (multiple drafts).

Technology Considerations, if applicable

Laptops and Internet Access

Assessment Information / Grading Procedures

Grading will be based on writing assignments

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

EFL students will develop written/oral communication skills appropriate to a new cultural/academic setting.

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 academic integrity and avoid plagiarism by (a) taking careful notes to help you distinguish between your own ideas/language and those you borrowed from sources, (b) citing sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in 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 borrow ideas and share our work with others; be generous about attributing/citing those whose work has influenced your own.

ABSENCES AND TARDIES

If you are unable to attend a class session, tell the instructor. You can miss one class meeting per term without explanation or penalty; further unexcused absences may result in a lower final course grade. Arrive to class on time, ready for the day's work. Repeated tardiness may negatively impact your final grade.

THE WRITING STUDIO: WORKING WITH A TUTOR

Writing Studio tutors 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.

Tentative Course Outline

KEY TOPICS

- Summarizing the ideas of others, accurately identifying and summarizing main points.
- Making and developing a clear response point.
- Secondary source research.
- Developing an argument with explanation, supporting evidence, specific detail, and examples.
- Citation.
- References.
- Editing and revising.
- Building written accuracy.
- Presentations.

PRACTICE

- Short summary + response papers (in-class and out-of-class)
- Course papers (outline + rough draft + final draft).