



Writing 90SK

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

Spring 2016

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

(Instructor's name + email address)

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 (often 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 oral presentations (poster presentations).
- ❖ Build the accuracy of your written English.

3) Give you opportunity to learn about a major contemporary issue. For spring 2016 this course will focus on the issue of endangered languages, in other words, how globalization is leading to the disappearance of many languages. This issue has been chosen partly because it is interesting and significant in and of itself, and also partly because it provides an excellent opportunity for you to learn how to write course papers and give presentations in which you make a case for your views.

Required Text(s)/Resources

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

Selected book chapters, 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

Precise course requirements will be set by the instructor of the course. In general, the main requirements of this course will consist of the following:

- ❖ Major course papers x 2 (multiple drafts)
- ❖ Short writing assignments (outlines, summaries, responses, in-class essays)
- ❖ Presentations
- ❖ Participation and other.

Technology Considerations, if applicable

Laptops and Internet access

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

The Writing Studio of Duke University provides you with many useful resources through their website – check it out at: twp.duke.edu/writing-studio.

One option available to you through the website is an e-tutoring service. Writing Studio tutors can 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

Part I – Responding to the issue of “language death”. In Part I you will be introduced to the main skills and points of the course.

KEY TOPICS

- Understanding and summarizing the ideas of others.
- Responding to the ideas of others - choosing good points and stating them clearly.
- Making and developing arguments (explaining; supporting with evidence, specific detail and examples).
- Finding secondary sources (English).
- Citing sources properly.
- Listing references properly.
- Editing and revising.
- Building written accuracy.
- Making brief presentations.

PRACTICE

- Course paper (outline + rough draft + final draft).
- Short writing assignments (in-class and out-of-class).
- Brief presentations.

Part II – Responding to the endangered language issue in China: In Part II you will consolidate and build on the skills introduced in Part I.

KEY TOPICS

- Understanding and summarizing the ideas of others.
- Responding to the ideas of others - choosing good points and stating them clearly.
- Making and developing arguments (explaining; supporting with evidence, specific detail and examples).
- Finding and using secondary sources.
- Citing sources properly.
- Listing references properly.
- Editing and revising.
- Building written accuracy.
- Making brief presentations.

PRACTICE

- Course paper (outline + rough draft + final draft).
- Short writing assignments (in-class and out-of-class).
- Presentations.