



昆山杜克大学
DUKE KUNSHAN
UNIVERSITY

Writing 90SK

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

Spring 2015

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

Dr. Don Snow (don.snow@dku.edu.cn)

Course Description

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

Course Goals / Objectives

- 1) Learn to write university course papers. This includes building basic library research skills.
- 2) Learn to accurately and effectively summarize the ideas of others, and to make and develop good points in response to the ideas of others.
- 3) Learn how to effectively and properly make use of ideas from other texts (quoting, citing, avoiding plagiarism).
- 4) Build accuracy in written English.

The theme of this course will be languages and society, and in spring 2015, students will learn about "language death" – how globalization is leading to the disappearance of many languages – and will build analytic and argumentation skills by researching and writing about this issue.

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

- 1) Course papers x 2 (multiple drafts) (40%)
- 2) Short writing assignments (outlines, summaries, responses, in-class essays) (30%)
- 3) Presentations (20%)
- 4) Participation (including attendance, accuracy notebook) (10%).

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: 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

Part I – Responding to “language death”

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

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

Part II – Responding to language death in China.

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

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