



昆山杜克大学
DUKE KUNSHAN
UNIVERSITY

GS720K - 02
Academic Writing
Spring 2018

Classroom: AB1084 Section 02: Tuesdays and Thursday, 9:00 – 10:15 AM

Contact hours: Two 1 hr. 15 min. meetings per week for 14 weeks/ 150 contact min. per week. Students will also have three individually scheduled student-teacher conferences during the semester.

Academic Seminar: Credit/No Credit (3 Credit Course Load)

Instructor's Information

Dr. Tyler Carter, Assistant Professor of English Language, DKU Language and Culture Center
Office Phone: 3665-7197 Email: tyler.carter@dukekunshan.edu.cn

Office: Conference Center Room 1066
Office Hours: Fridays, 1-3 PM, or by appointment

Prerequisite(s)

There is no prerequisite for this class. This course is designed for DKU EFL graduate students. A written assessment that is administered before the semester begins will determine placement into this course. Students not required to take the course may choose to enroll if there are vacancies in the class.

Course Description

This course builds academic writing skills through a field-specific examination of the literacy practices common to DKU graduate school programs. Students learn useful organizational structures and functions and improve their ability to write clear and concise texts. They build vocabulary and learn to use high frequency academic collocations. Individualized instruction enables students to identify their strengths and limitations and make improvements in their writing.

Structurally, this course is divided into three sections:

- 1) The first third focuses on the writing process, working towards the completion of a group paper on the writing practices of a scholar in your field. Students will read academic articles by the professors in their department and then interview them on their writing process; this may include discussing common academic collocations, vocabulary, citation conventions, as well as discussion about how they learned to write, publishing, and their experiences in the field.
- 2) The second third focuses on entering a disciplinary conversation through the completion of a research report. In this section, students will either identify an ongoing debate in their field or identify an idea in their field that once held favor but is no longer supported by the research. The purpose of this assignment is to give students practice identifying the major ideas in their field at present and in the

- past, as well as to refine different strategies for introducing research.
- 3) The final third works towards the completion of a genre analysis of writing in one's field. Students will utilize what they have learned from the interview project, research report, and additional activities to discuss the concepts of disciplinarity, genre, conventions, audience, and academic writing. This will help form general principles for writing in your field during your graduate school career and beyond.

Throughout the course, students will also work on accuracy, formatting, and word choice, as well as practice a number of "micro-genres," including blogs, emails, and other professional documents. The course will end with a final reflection on what you have learned about academic writing in general, writing in your field specifically, and your own writing process.

Course Goals / Objectives

In this course, students will:

- increase expertise in recognizing and producing the academic text genres in their discipline;
- improve awareness and monitoring of specific problem areas in writing, both individual and within writing groups;
- develop and hone general principles for approaching varied writing situations;
- review and practice the principles of writing with clarity and accuracy;
- reduce errors in unidiomatic usage and build vocabulary through regular use of online academic vocabulary resources and writing practice;
- improve control over grammar, syntax, and general organizational structures of academic writing;
- acquire skills and strategies to avoid plagiarism through accurate citing of sources and appropriate paraphrasing.

Required Text(s)/Resources

Academic Writing for Graduate Students, John M. Swales and Christine B. Feak, University of Michigan Press, 3rd edition, 2012.

They Say, I Say, Gerald Graff and Cathy Birkenstein, W.W. Norton and Company Inc., 3rd Edition, 2014.

Both books are available in the campus store in the Academic Building. There are 3 copies of the Swales and Feak on reserve at the DKU library. Remember that if you buy a used book, you must be sure that it is the 3rd edition for both books.

Online Resources

The following websites are recommended:

- Longman Dictionary: <https://www.ldoceonline.com/>
- Online Writing Lab (OWL) @ Purdue University: <https://owl.english.purdue.edu/owl/section/1/>
 - Academic Writing: <https://owl.english.purdue.edu/owl/section/1/2/>
 - Citations and Research: <https://owl.english.purdue.edu/owl/section/2/>
- Duke University Writing Studio: <http://twp.duke.edu/twp-writing-studio>
 - Resources: <http://twp.duke.edu/twp-writing-studio/resources-students>
 - Online Tutoring: <http://twp.duke.edu/twp-writing-studio/appointments/appointment>
- BYU Corpora: <https://corpus.byu.edu/corpora.asp>
 - Corpus of Contemporary American English: <http://corpus.byu.edu/coca/>
 - Word and Phrase: <https://www.wordandphrase.info/>
 - Academic Vocabulary: <https://www.academicvocabulary.info/>

Course Requirements

Writing and Language Blog: The goal of this assignment is to encourage reflection on your growth as a writer and as a user of English. Each week, post a brief reflection (minimum: 200 words) on your insights related to writing, English, and/or language. Here are a few prompts to get you started:

- Insights about the process of writing or your growth as a writer
- Insights about English usage, language learning, or language itself
- Insights about vocabulary (i.e. connotations of English words, DKU specific vocab, idiomatic English, terms specific to your field)
- Insights about style (i.e. particularly effective language you've noticed in texts you are reading)

Post these insights to the Writing and Language Blog on Sakai by 9:00 AM each Wednesday morning. Each week, instead of writing a blog entry, one student will prepare to lead a brief discussion on the entries in the following class.

Interview Report: This project will allow you to learn from an experienced writer in your field about academic writing, give you experience writing from a source (an interview), and offer you the opportunity to write with co-authors. For this project, you will be placed in groups. Each member of the group will find a published article by one of your professors, interview the professor about his/her writing process for this article, how he/she learned academic writing, types of writing (genres) commonly written in the field, current controversies in the field, and what advice he/she has for graduate student writers or for writers in that field. Then, you will summarize what you learned from the interview in a 1750 - 2500 word report (depending on the number of people in your group), which you will present to the class.

Research Report: Kenneth Burke, a literary scholar once wrote:

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress. (*A Philosophy of Literary Form*, 1941, p. 110-111)

The project of your entire graduate career will be finding entry points into the ongoing conversation of your field, a task that requires that you learn the literature of your field, learn how to respond to that literature (by, for example, conducting research), and communicating your responses. This project is meant to help you begin this journey, by reading the literature on one topic in your field. You may choose to do one of the following:

- a) Identify an ongoing debate in your field, an issue for which there are competing schools of thought (see Swales & Feak, p. 89). In a report research, define the issue, present different views on the issue (by referring to key articles that represent those schools of thought) and then summarize where the field stands today on this issue.
- b) Identify an idea in your field that once held favor but has since been replaced by other views (see Swales & Feak, Task 23, p. 99). In a research report, describe the once-promising idea, and then explain the reason it was abandoned, referring to key articles that moved the field's understanding of this issue forward.

This project will result in a 1250-1750 word report.

Genre Analysis Essay: This project will allow you to explore the rhetorical and structural features of two genres common in your field. You will select three samples of each genre, determine key features of each genre, and then compare the genres to one another. The essay should have the following parts: introduction (introduce the topic of the essay, including an arguable claim); analysis (present your analysis of each genre); and discussion (compare and contrast the three genres). This project results in a 4-6 page essay.

Final Reflection: At the end of the semester, you will reflect on what you have learned in this course as a writer in English by reflecting back on your blog entries and projects, as well as reflect on your next steps as a writer. This reflection will be 2-3 pages.

A Note on Reading Responses: A response can take many forms. It could be what the articles make you think, your emotional reaction, a personal story, a disagreement with the writer, agreement with the writer, questions that you have, how you can or will use this information in your life or for other class projects, or a description of your reading experience. Note: a response is not a summary of the writing.

Technology Considerations

1. **Duke Writing Studio:** Graduate students at Duke Kunshan have access to the Writing Studio. You may use the E-tutor system for assignments in this class: <http://twp.duke.edu/twp-writingstudio/appointments>
2. **Sakai:** Sakai will be used to post assignments, readings, handouts and other additional resources. It will also be used for the class blog. For trouble accessing or using Sakai, go to the Sakai support site: <https://sakai.duke.edu/> or contact DKU IT Support (3665-7100).
3. **Laptops:** Students will occasionally need laptops for access to the internet and for in-class writing.

Assessment Information / Grading Procedures

This course is graded Credit/No Credit. To earn Credit, students must achieve at least a B- (80%). If a student performs below B- level, no credit will be given and the course will have to be repeated.

10% Participation: Class participation includes these five elements:

- preparedness (bringing necessary books, materials, completed work, and drafts for workshops to class)
- being present (consistently being in class, on time for class, and staying for full class meetings)
- active listening (active engagement when the instructor or a peer speaks)
- active contributions to class discussion (offering comments and questions that enhance class discussion)
- active writing group, workshop, and conference participation (offering useful questions, suggestions, and comments to peers' writing as well as being open to peers' response to your writing).

If you consistently engage in these 5 areas, you will get full credit for participation.

10% Writing and Language Blog: If your blog entry is posted on time, is original (does not repeat a past entry or a peer's entry), and responds to one of the prompts provided in the syllabus, you will receive full credit for that entry.

20% Short Writing and Exercises: For some of the readings, you will be asked to write a brief response. For some projects, I also assign exercises. To receive full credit, the response or exercise needs to be complete and handed in on time. If you will be absent, the work may be emailed to me.

50% Writing projects: To receive full credit, writing assignments need to be handed in on time and must include a reflection and final draft. I will assess final drafts using a rubric that focuses on learning outcomes of that particular project. These rubrics will be available before projects are handed in. For each writing project, hand in the following: the final draft and a short reflection in which you answer the following questions: 1. What did you learn about writing from this project? 2. What did you revise between drafts and why? What peer feedback, readings, exercises, or instructor feedback was the most useful to your revision process? 3. If you had more time, what would you revise further and why?

10% Final Reflection: To receive full credit, the Final Reflection must thoughtfully reflect on your writing process during the course and discuss your next steps as a writer.

Course Policies and Guidelines

Please note the following grade related policies:

- Students should be prepared for class so that learning is maximized for all. Being prepared means coming on time with all of the homework completed.
- Many classroom activities rely on group participation and pair work. One student's absence can have a negative impact on others.
- Excused absences: Students should contact the instructor in advance if they know they need to miss a class. Examples of excused absences include professional opportunities, such as a conference or job fair. If students are sick, they should communicate with the instructor as soon as possible. Students should complete missed assignments by the next class period.
- Unexcused absences and late arrivals: Unexcused absences and repeated late arrivals will result in lowered grades. Multiple absences or late arrivals will be referred to the student's department.
- All assignments are posted on Sakai and should be handed in on time. It is the responsibility of the student to know what has been assigned and when it is due. All work should be of professional graduate-level quality.
- Academic integrity is expected of all students at all times. Students should be familiar with the DKU Community Standard and the plagiarism materials provided on the website and during RCR orientation. Failure to adhere to these standards will result in serious academic penalties.

Academic Honesty and the DKU Community Standard

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 intentional plagiarism is failure of the course and/or judicial sanctions. (<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) citing 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.

Members in this class must adhere to the DKU Community Standard at all times.

DKU Community Standards

Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the DKU Community Standard:

- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

It is a violation of the Honor Code to:

- copy work from the web, with or without attribution;
 - submit work you have submitted for another class or used for another purpose unless approved by the professor;
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