
EAP 101

Writing about Language Learning



Fall 2018

Dates / course meeting time:

Academic credit: 4

Course format: Seminar

Instructor's Information

Name:

Kris Hiller, Maxi-Ann Campbell, Austin Woerner, Tyler Carter, Mark Scholl, Anna Scholl, Emmanuelle Chiocca, Kevin Sprague

What is this course about?

This course focuses on one of the most important questions you will face as a new student at Duke Kunshan University: How do you keep improving your English during your time at DKU and beyond? Of course at DKU your English will naturally improve to some degree just because it is used in class. However, it will improve faster if you also make your own plans for continually improving your English, and if you can sustain your motivation for carrying out those plans.

In this course you will learn more about language learning, and especially about the role of motivation in language learning. You will also improve your English skills in ways that will make you more successful at DKU, especially your academic reading ability in English and your ability to write course papers in English. Last but not least, this course will help you develop your “academic thinking” skills. More specifically, it will help you improve your ability to analyze the ideas of others, to find points to make in response to the ideas of others, and to present your ideas clearly, logically, and persuasively.

Structurally, the course is broken into two halves. The first seven weeks focus on academic reading and summarizing, culminating in a group presentation, a portfolio of polished summaries, and a synthesis of these summaries. Along the way we will explore language learning narratives and how these narratives relate to theories of language learning motivation, and make an initial draft of a language learning plan. In the second half, you will be responding to Dorneyi's theories of motivation through a researched and cited argumentative essay. Finally, you will return to your language learning plan to make revisions based on what you have learned through your research, writing, and experience.

What background knowledge do I need before taking this course?

There are no courses you need to take before taking this course.

What will I learn in this course?

At the end of this course, you should be able to:

- ❖ Design plans for improving your English, and know how to motivate yourself to carry out those plans.
- ❖ Effectively and efficiently read academic texts in English, and understand and analyze the ideas in them.
- ❖ Write summaries of articles you read in English, and learn how to appropriately use material from those articles in your course papers (quoting, paraphrasing, citing, avoiding plagiarism).
- ❖ Write course papers that present clear, interesting, and logical cases. This includes:
 - Stating clear positions.
 - Explaining and supporting those positions.
 - Making use of examples and specific details.
 - Using accurate English.
- ❖ Write course papers in accurate English; in other words, English that is grammatically accurate and uses words and word combinations (chunks) accurately.
- ❖ Use the DKU library to find materials for writing a course paper.
- ❖ Give clear and effective oral presentations.

How will I know if I have met the objectives of this course?

- ❖ Readings: By doing assigned readings you will learn more about the topic of motivation in language learning, and also about the topic of academic writing; you will also improve your academic reading skills.
- ❖ In-class discussions: By participating in discussions in class, you will develop your ability to:
 - understand and analyze academic texts;
 - express and explain your responses to ideas in the texts;
 - develop your ideas by explaining them, supporting them with specific details and other kinds of evidence, and illustrating them with examples;
 - present effective and convincing arguments.
- ❖ Written summaries: Through writing summaries of articles you read, you will improve your ability to concisely and effectively summarize texts, highlighting the most important ideas in them. You will also learn how to avoid plagiarism.
- ❖ Short Writing Assignments: Through a variety of writing assignments, including narratives, argumentations, citation lists, and reflections, you will learn the features of academic writing and how to use them.
- ❖ Portfolio and Course Paper: Through these assignments you will learn the process of writing and how to revise your own work based on peer and instructor feedback, how to present your own positions and ideas clearly, and how to develop your ideas by explaining, supporting, and illustrating them. Finally you will also improve the accuracy of your written English.
- ❖ Presentations: Through giving short presentations you will learn how to concisely and effectively present your ideas and arguments orally.

How can I prepare for the class sessions to be successful?

To be successful in this course, you should:

- ❖ Complete assigned readings before class and make sure you understand and remember the main points of the readings so that you are ready to talk about them in class.
- ❖ Complete assigned writing tasks before the class period in which they are due.

What required texts, materials, and equipment will I need?

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

Selected articles and handouts.

What optional texts or resources might be helpful?

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

How will my grade be determined?

- 1) Portfolio (20%)
- 2) Course paper (25%)
- 3) Short writing assignments (30%)
- 4) Presentations (15%)
- 5) Participation (10%)

What are the course policies?

- ❖ **Course Policies**
Instructors' expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.
- ❖ **Academic Integrity**
Each student is bound by the academic honesty standard of Duke Kunshan University. Its Community Standard states: "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." Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.
- ❖ **Attendance**
Students are responsible for all the information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate during class time.

What is the expected course schedule?

Week	Class topic & In-Class Activities	Assignments
1	<p>Introduction to Course</p> <ul style="list-style-type: none"> Review Syllabus Student and Self Intro Language learning stories Yiyun Li, "Listening is Believing" (?) <p>Discussion: Identifying themes</p> <ul style="list-style-type: none"> In small groups, talk about the stories: summary, theme, writer's motivation <p>Reflect on writing technique</p> <ul style="list-style-type: none"> Teach specific detail, the difference between concrete and abstract <p>Optional: in-class writing exercise on showing vs. telling</p>	<ul style="list-style-type: none"> Read 1-2 popular narratives. SW1: Write a short response answering the question: "What motivates the writer to learn language?" SW2: Write Language Learning Autobiography
o2	<p>Sharing our stories</p> <ul style="list-style-type: none"> Break out into small groups, read each others' stories Pick a point and respond to it—something that resonated with them, or something that repelled them; or identify common themes <p>Teacher shares language learning story, and/or reads a piece of own writing aloud</p> <p>Discussion: Language learning at DKU</p> <p>Language Learning Plan (LLP)</p> <ul style="list-style-type: none"> Language Learning Strategies Review PPT <p>Brainstorm ideas for language learning plan</p>	<ul style="list-style-type: none"> SW3: Write about your goals for language learning at DKU. SW4: Outline your own language learning plan Preview Swales Cars model
3	<p>Due: LLP</p> <p>Share language learning plans</p> <p>Introduce assignment sequence: summary and synthesis, and final paper</p> <p>Introduce Alice</p> <p>Academic reading strategies</p> <p>Discuss Alice</p> <ul style="list-style-type: none"> Review what was in the article Talk about genre and conventions of academic writing <p>Summary Writing & Peer Review: Checking for Plagiarism</p>	<ul style="list-style-type: none"> Read Alice article SW 5: Write summary of Alice article (200 words) in the form of a letter to a friend Read TSIS Chpts. 1-3
4	<p>Review main points of TSIS 1-3</p> <p>In-class exercises on summarizing and quoting</p> <p>Divide into groups for presentations, assign articles to read</p>	<ul style="list-style-type: none"> Read one academic article and write summary 1 (a 200-word summary, which has to include one quote)

	<p>In-class workshop on language issues, such as:</p> <ul style="list-style-type: none"> • Reporting verbs • Templates and idiomatic writing 	<ul style="list-style-type: none"> • Read one more academic article and write a another summary (summary 2)
5	<p>Explain feedback on summaries In-class correction workshop (look at 2-3 summaries together in depth) Peer review summary 2</p> <p>Conferences (or class topic TBD by instructor)</p>	<ul style="list-style-type: none"> • Read one more academic article and summarize it (summary 3) • Read one more academic article and summarize it (summary 4)
6	<p>Presenting and/or visual rhetoric Peer review summaries 3 and 4 “Connecting the dots”: identifying a theme</p> <ul style="list-style-type: none"> • (Introducing the reflective portion of the mid-term assignment; “telling a story” in your presentations) <p>Conferences (or class topic TBD by instructor)</p>	<ul style="list-style-type: none"> • Read one more academic article and summarize it (summary 5) • Prepare presentations
7	<p>Presentations (Groups 1, 2, 3)</p> <p>Presentations (Groups 4, 5, 6)</p>	
Exam week	Research report and summary portfolio due	<ul style="list-style-type: none"> • Read excerpts from Dornyei
8	<p>Introduce argumentative essay Discuss Dornyei Taking a stance: Making claims and arguments</p> <p>In-Class Reading: Short Argument to Review TSIS Supporting claims: Using evidence and concrete detail</p>	<ul style="list-style-type: none"> • TSIS 4-7 • Sample reading of persuasive writing
9	<p>General Structure of Argumentative Essay</p> <ul style="list-style-type: none"> • Paragraphing • Introductions • Conclusions <p>Discuss Analysis Intro to Debate Inventing Arguments</p> <ul style="list-style-type: none"> • Ethos, Pathos, and Logos • Stasis Theory? 	<ul style="list-style-type: none"> • SW6: Analyze structure of persuasive writing • Write Introduction and Outline

10	<p>Due: introduction and outline of argumentative essay (first draft)</p> <p>Evaluating arguments: Debate – Topic: a claim based on Dornyei</p> <p>Finding Additional Secondary Sources</p> <ul style="list-style-type: none"> • Quality of Sources • Research Tools • Intro to annotated bib <p>Group conferences (mini-workshop)</p>	<ul style="list-style-type: none"> • SW7: Annotated Bibliography of 10 sources (due next week) <ul style="list-style-type: none"> ○ Source information (title, publisher, link) ○ 2 – 3 sentences of summary ○ 1 – 2 sentences of analysis (quality) ○ 1 – 2 sentences of purpose (for paper 2)
11	<p>Citations and reference lists (APA format): Reference Lists</p> <p>Citations and reference lists part 2: In-Text Citations</p>	<ul style="list-style-type: none"> • SW8: Write a Reference List for the argumentative essay • Write 2nd Draft of Argumentative Essay (bring copies for peers)
12	<p>Due: second draft of argumentative essay</p> <p>Peer Review: Evaluating Arguments</p> <p>Individual conferences part 1</p>	
13	<p>Individual conferences part 1</p> <p>Highlights, common problems, and macro-level feedback</p>	<ul style="list-style-type: none"> • SW9: Write a plan for revision
14	<p>Due: final draft of argumentative paper</p> <p>Return to LLPs</p> <p>2-Minute Presentations?</p> <p>Learning from Revising</p> <p>Evaluations</p> <p>Wrap-Up</p>	<ul style="list-style-type: none"> • SW10: Accuracy Report
Final exam week	<p>Revised Language Learning Plan or Rewritten Language Learning Autobiography, Future Self Envisioning</p>	