

Writing about Language Learning

Fall 2020, Session 2



Course meeting time: TuTh 8:30am-9:45am
Academic credit: 2
Course format: Seminar
Course website: <https://www.awmemorypalace.com/eap101b>

Instructors' information

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Office hours: By appointment

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 regularly reflect on your language use, set goals, review materials, and monitor your progress, and if you can sustain your motivation for carrying out those tasks.

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.

This course builds on the work you did in EAP 101A. We will continue to engage with theories and approaches to motivation as you further develop academic skills such as summarization and argumentation. You will also practice your analytical skills as we compare texts from different genres. Finally, you will apply your new knowledge about motivation theory and reflections on your own experiences to solve real-world problems and set goals for your continued learning.

What background knowledge do I need before taking this course?

You need to pass EAP 101A before taking this course.

What will I learn in this course?

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

- ❖ Effectively and efficiently read academic texts in English, and understand and analyze the ideas in them.
- ❖ Write summaries of and responses to texts you read in English, and learn how to appropriately use material from those texts 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; in other words, English that is grammatically accurate and uses words and word combinations (chunks) accurately.
- ❖ Give clear and effective informal oral presentations.

What will I do in 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;
 - listen and respond to your classmates.
- ❖ 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 response papers, analyses, and reflections, you will learn the features of academic writing and how to use them.
- ❖ Course Paper: Through this assignment 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 ideas and arguments orally.

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

To prepare for class sessions, students should:

- ❖ Read written homework instructions **carefully** and complete the homework as instructed
- ❖ Ask the instructor for clarification if they do not understand the instructions
- ❖ Come to class sessions with pen and paper and with course texts printed out and easy to refer to

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

Graff, G., & Birkenstein, C. (2018). *They say / I say: The moves that matter in academic writing* (4th ed.). W. W. Norton.

Raimes, A., & Miller-Cochran, S. K. (2018). *Keys for writers* (8th ed.). Cengage.

Snow, D. (2020). *How to learn a language: Strategies for independent language learners*. Unpublished manuscript.

Selected articles and handouts.

What optional texts or resources might be helpful?

Many useful resources will be shared on the course Sakai site. Additional resources can be found on the Writing and Language Studio Sakai site.

How will my grade be determined?

- Preparation and Participation (15%)
- Short Writing Assignments (graded separately or in a portfolio) (40%)
- Course Paper (35%)
- Presentations/Oral Reports (10%)

Grades will be assigned according to the following DKU standard scale:

A+ = 98% - 100% **A** = 97% - 93%; **A-** = 90% - 92%; **B+** = 87% - 89%; **B** = 83% - 86%; **B-** = 80% - 82%; **C+** = 77% - 79%; **C** = 73% - 76%; **C-** = 70% - 72%; **D+** = 67% - 69%; **D** = 63% - 66%; **D-** = 60% - 62% **F** = 59% and below

What are the course policies?

Communication: For expectations about how to communicate with the instructor, see the separate document "EAP101B: Course Handbook."

Discussion Guidelines: Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- ❖ Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- ❖ Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
- ❖ Read your online discussion posts carefully before submitting them.

Attendance: Students are responsible for all the information presented in class and online. As indicated above, participation is an important component of the grade, and you can't fully participate if you miss class sessions. All students are expected to participate during class time.

Academic Integrity:

As a student, you should abide by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community comprised of individuals from 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 reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust." For all graded work, students should pledge that they have neither given nor received any unacknowledged aid.

Guidelines on getting help from other students and WLS coaches:

- ❖ It is appropriate – even recommended - to:
 - Show your papers to other students (classmates, roommates, friends) and ask for general feedback.
 - Ask other students questions about specific language points, in other words, whether _____ is right or wrong, how _____ is used, etc.
 - Practice speaking a language you are trying to learn with other students.
 - Rehearse presentations in front of other students and ask for general feedback.
 - Get help from coaches in the Writing and Language Studio with papers, specific language points, speaking practice, rehearsing presentations, and reading strategies.
 - Check with your professors about specific assignments to see how much help you can get and how much you are allowed to work with others.
- ❖ It is not appropriate to:
 - Ask other students to read your papers and correct all the language mistakes for you.
 - Ask other students to write papers or design presentations for you.
 - Ask other students to correct homework assignments for you.
 - Expect other students—especially roommates—to spend a lot of time helping you.
 - Ask coaches in the Writing and Language Studio to edit/proofread a paper for you.
- ❖ Basic rules-of-thumb:
 - It is appropriate to ask for help learning and improving your language skills.
 - It is not appropriate to ask someone to do your work for you.
 - Of course, it is also not appropriate to copy phrases and sentences from other sources and then put them in your own papers without quoting and citing the source.

Academic Policy & Procedures:

You are responsible for knowing and adhering to academic policy and procedures as published in University Bulletin and Student Handbook. Please note, an incident of behavioral infraction or academic dishonesty (cheating on a test, plagiarizing, etc.) will result in immediate action from me, in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising). Please visit the Undergraduate Studies website for additional guidance related to academic policy and procedures. Academic integrity is everyone's responsibility.

Academic Disruptive Behavior and Community Standard:

Please avoid all forms of disruptive behavior, including but not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text

messages or pages during class, excessive tardiness, leaving and entering class frequently without notice of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. Please turn off phones, pagers, etc., during class unless instructed otherwise. Laptop computers may be used for class activities if allowed by the instructor. If you choose not to adhere to these standards, I will take action in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).

Academic Accommodations:

If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the Office of Student Affairs website for additional information and instruction related to accommodations.

What campus resources can help me during this course?

Academic Advising and Student Support

Please consult with me about appropriate course preparation and readiness strategies, as needed. Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences). All ARC services will continue to be provided online. Note, there is an ARC Sakai site for students and tutors. Please visit the [Office of Undergraduate Advising website](#) for additional information related to academic advising and student support services.

Writing and Language Studio

For additional help with academic writing—and more generally with language learning—you are welcome to make an appointment with the Writing and Language Studio (WLS). To accommodate students who are learning remotely as well as those who are on campus, writing and language coaching appointments are available in person and online. You can register for an account, make an appointment, and learn more about WLS services, policies, and events on the [WLS website](#). You can also find writing and language learning resources on the [Writing & Language Studio Sakai site](#).

IT Support

If you are experiencing technical difficulties, please contact IT:

- China-based faculty/staff/students 400-816-7100, (+86) 0512- 3665-7100
- US-based faculty/staff/students (+1) 919-660-1810
- International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
- Live Chat: <https://oit.duke.edu/help>
- Email: service-desk@dukekunshan.edu.cn

What is the expected course schedule?

Date	Topic	Readings and assignments (tentative)
Week 1\ (week of Oct 26)	Introduction to the course Introduction to independent language learning	Selected chapters from Snow (2020) English learner interview project
Week 2 (week of Nov 2)	Time management, habits, and goal-setting Intrinsic and extrinsic motivation (cont'd from Session 1)	Selections from Dan Pink, <i>Drive</i> Design independent language learning projects (1-on-1 meetings with instructor)
Week 3 (week of Nov 9)	Self-determination theory: Autonomy, competence, and relatedness	Niemic and Ryan (2009), "Autonomy, Competence, and Relatedness in the Classroom"
Week 4 (week of Nov 16)	Self, identity, and vision	Selections from Dornyei and Kubanyiova, <i>Motivating Learning, Motivating Teachers: Building Vision in the Language Classroom</i>
Week 5 (week of Nov 23)	The writing process: generating ideas and drafting	Draft course paper Selections from <i>They Say, I Say</i> Course paper rough draft due at midnight on Friday Nov. 27
Week 6 (week of Nov 30)	The writing process: drafting and revision	Revise course paper Selections from <i>They Say, I Say</i>
Week 7 (week of Dec 7)	The writing process: revision, critique, and editing	Revise course paper Final presentations Course paper final draft due at midnight on Friday Dec. 11