

《Academic English Writing》 Course Syllabus

Course Chinese Title: 学术英语写作	Course Category (Compulsory/ Elective): Elective
Course English Title: Academic English Writing	
Total Hours/ Hours Per Week/ Credit(s): 16/2/1	Lab Practice/ Practical Hours: None
Prerequisites: None	
Follow-up course: Graduate Thesis	
Time: 8:30-10:10, Friday, Week 1-8	Classroom: Room 3202, Guancheng Campus
Class: 2021 Economics and Finance (Financial Management Industry-University International Program)	
College: School of Economics and Management	
Instructor Name/ Academic Title: Congcong Yang, Lecturer	
Office Hour: By Appt. At Room 2305, Guancheng Campus; Online: WeChat Class Group	
Course Assessment Method: Open book test () Close book test () Report (✓) Other ()	
Required Textbook: : Lecture notes and slides. Supplementary Materials: <ol style="list-style-type: none"> 1. Bailey Stephen (2018). Academic writing: A handbook for international students, 5th Edition, Routledge, ISBN: 978-1-315-16999-6. 2. Swales, John. M., & Feak, Christine. B. (2004). Academic writing for graduate students: Essential tasks and skills, 3rd edition. Ann Arbor, MI: University of Michigan Press. ISBN: 9780472128488 3. Graff, Gerald and Cathy Birkenstein (2018). They Say, I Say, 4th edition, W. W. Norton, New York. ISBN: 9780393631678. 4. Wallace, Steve (2015). How to Write and Submit an Academic Paper in 18 Weeks, 1st edition, Peking University Press. ISBN: 9787301263785. 5. Zinsser, William (2006). On Writing Well, Anniversary edition, Harper Perennial. ISBN: 9780060891541 	
Course Description:	

As a college student, having academic writing skills and knowledge is necessary. These can be seen as a part of rigorously doing research and communication. Professors, research fellows, and students use this knowledge to efficiently convey their ideas and findings to others. Academic writing is constituted with some specific frames and styles. Learning to be accustomed to these frameworks and having the knowledge of correct citations and references is the goal of this course. Another important course goal is to refine students' skills as critical readers so that they can offer explicit and helpful feedback to colleagues and co-writers.

In this course, you will learn how to write an eye-attracting abstract and introduction to stimulate the reader's interest. Also, we will learn the primary research method in economics and management and tell you how to organize and present your results in a rigorous and formal framework. After that, we will discuss your research result and connect it to the known result in the literature. Finally, we will learn the skills to review and revise papers. Writing is a challenging task, so please put some effort into it and keep trying.

Course Learning Objectives and its supporting on the requirement for graduation:

Course Learning Objectives	Measurements on Requirement for Graduation	Requirement for Graduation
CO1: The student should be familiar with the basic structure of academic writing, understand the basic logic, and follow the norm of academic writing.	2.1 Possess foundational theoretical knowledge, literacy in humanities and social sciences, and necessary knowledge of philosophy, methodology, and law.	2. Students shall systematically master the necessary knowledge of the discipline of applied economics.
CO2: The student should be able to read, write, and discuss in critical thinking; be able to identify good research questions from bad questions; be able to outline the relative works of literature on some interesting topic and complete an academic report/paper with a good question in the right style.	4.3 Retrieve and read foreign literature related to the field and appropriately cite references while composing research papers and reports	4. Students shall possess oral and written communication skills necessary for diverse business environments.

CO3: The student should be able to acknowledge the value of original, rigorous scientific works.	1.2 Demonstrate integrity in personal conduct, actions, and academic pursuits; comprehend ethical norms and identify moral and unethical behaviors.	1. Students shall have the correct ideals, a sense of social responsibility and a sense of mission, possess good morals, and maintain a healthy body and mind.
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Lecturing Plan

Week	Topic	Instructor	Hours	Contents (Key point、Difficulty、Ideological and Political Learning)	Instructional Mode (Blended/Offline)	Activities	Assignment	Supported Measurements
1	Introduction	Congcong Yang	2	<p>Introduction to the course</p> <p>Key points: Syllabus introduction; What is academic writing;</p> <p>Difficulties: What is the research question?</p> <p>Ideological and Political Learning: With the correct definition of research, students can find out the value of the idea and property rights. Distinguish</p>	Offline	Lecture/ Discussion	Read one or two academic articles, and try to answer the questions: What research questions do these papers assign? What is the contribution of these papers?	CO1

				between what is creative and what is follow-up.				
2	Critical Thinking	Congcong Yang	2	<p>Key points: Think about a topic or issue objectively and critically. Identify the different arguments there are concerning a particular issue.</p> <p>Difficulties: Recognize any weaknesses or negative points in the evidence or argument. Notice what implications there might be behind a statement or argument.</p> <p>Provide structured reasoning and support for an argument that we wish to make.</p>	Offline	Lecture/ Discussion	Write an argument critically based on the article distributed in class.	CO2
3	Research & Research Methods	Congcong Yang	2	<p>Key points: What is research, how to do (good) research</p> <p>Difficulties: the difference between general writing and academic writing, techniques in research methods.</p>	Offline	Lecture/ Discussion	Write a research outline that you are interested in and want to develop into the final term paper.	CO1
4	Citation & Reference	Congcong Yang	2	<p>Key points: Citing and reference ; How to write a literature review;</p>	Offline	Lecture/ Discussion	Write a literature review according to	CO2

				Difficulties: accustomed to citing what other people found (said) Ideological and Political Learning: With the knowledge of correct citation and reference of literature, students can recognize the importance of property rights and respect the outcome of hard work by peer researchers.		Practice: Cite the work and make the page of reference	your research outline.	
5	Conclusion & Discussion	Congcong Yang	2	Key points: How to summarize the work Difficulties: discussion that extends what you have done. Make this discussion reasonable and interesting.	Offline	Lecture/ Discussion	Doing research for final term paper	CO2
6	Introduction & Abstract	Congcong Yang	2	Key points: how to summarize your work with the audience's interest. The connection and contribution of this work with other papers. Difficulties: how to attract the reader's eye.	Offline	Lecture/ Discussion	Doing research for final term paper	CO2
7	Review & Revise	Congcong Yang	2	Key points: the principles and skills of editing	Offline	Lecture/ Discussion	Writing the final term paper and submit it	CO3

				Difficulties: using critical thinking on your own work. Ideological and Political Learning: Writing the research work is difficult, but revising the work is more difficult. This will train students with a good habit of doing all staff carefully and patiently. Furthermore, we must revise our work as much as possible because it may not be as good as we think initially; it makes students humble.				
8	Submit a paper	Congcong Yang	2	Key points: Putting things together Difficulties: Write a cover letter and keep a positive	Offline	Writing the final term paper	Submit the final term paper at the end of October	CO1 CO2 CO3
Total			16					

Grading

Course Learning Objectives	Supported Measurements	Assessments and Grading Percentage (%)			Percentage (%)
		Class Participation	Short Essay: Critical thinking	Final term paper	
CO1	2.1	5	5	20	30
CO2	4.3	5	15	35	55

CO3	1.2	5	0	10	15
Total		15	20	65	100

Note: 1) According to Article 12 of the Examination Management Regulations of Dongguan University of Technology, students who are absent from class three times (or a total of six class hours) shall not be eligible to participate in the final assessment of this course. 2) The assessment criteria for each component are outlined in the attached document.

<p>Syllabus Submission Date: 2023.08.26</p> <p>School Reviewal: Agree</p> <div style="text-align: right; margin-top: 100px;"> <p>Signature: </p> <p>Data: 2023.8.27</p> </div>

Appendix: Grading Criteria Rubrics

Short Essay Grading Criteria

Observation Points	Excellent A (90-100)	Good B (76-89)	Satisfactory C (60-75)	Fail D (<60)
Define the Problem and Thesis Statement (20%)	A well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement.	The introductory paragraph contains some background information and states the problem but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated but lacks detail.	The thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear or not related to the topic.
CONCLUSION (20%)	The conclusion summarizes the main topics without repeating previous sentences; the writer's opinions and suggestions for change are logical and well thought out.	The conclusion summarizes the main topics. Some suggestions for change are evident.	The conclusion summarizes the main topics but is repetitive. No suggestions for change and/or opinions are included.	The conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.

MAIN POINTS Body Paragraphs Refutation (35%)	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view, and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague.	Less than three main points, with poor development of ideas. Refutation missing or vague.
Sentence Precision (15%)	The writer treats the subject seriously using formal language. All sentences are complete, accurate, and clear; the writer controls the point of view appropriately.	The writer uses some informal language and slang. Most sentences are complete, accurate and clear; there is an occasional use of "you" in the essay, indicating a lack of revision or control.	Some unclear or confused sentences; the writer shifts person throughout the essay or uses "you" and "I" frequently.	Many unclear or incomplete sentences.
Punctuation and Capitalization (10%)	Punctuation and capitalization are correct.	Punctuation and capitalization are correct.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.

Late Work Policy: Late work will take at most 80% of the scores.

Final Term Paper Grading Criteria

Observation Points	Excellent A (90-100)	Good B (76-89)	Satisfactory C (60-75)	Fail D (<60)
Introduction (10%)	exceptional introduction that grabs the interest of the reader and states the topic	proficient introduction that is interesting and states the topic	basic introduction that states the topic but lacks interest.	Weak or no introduction to the topic
Quality of Information (20%)	The paper is exceptionally researched, extremely detailed, and accurate.	The paper is well-researched in detail and from a variety of sources.	shows a limited variety of sources	of information has little or nothing to do with the thesis
Support of Thesis (15%)	exceptionally critical, relevant, and consistent connections made between evidence and arguments	Consistent connections made between evidence and arguments	Some connections made between evidence and arguments	limited or no connections made between evidence and arguments
Organization/ Development of Thesis (15%)	exceptionally clear, logical, mature, and thorough thesis development with excellent transitions between and within paragraphs.	Clear and logical order that supports the thesis with good transitions between and within paragraphs.	Somewhat clear and logical development with basic transitions between and within paragraphs.	Lacks development of ideas with weak or no transitions between and within paragraphs.

Conclusion (10%)	Excellent summary of the topic with concluding ideas that impact readers and introduces no new information	good summary of topic with clear concluding ideas and introduces no new information	basic summary of topic with concluding ideas that impact readers and introduces no new information	lack of summary of topic
Style/Voice (20%)	1. Style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity 2. word choice is specific, purposeful, dynamic and varied 3. sentences are clear active (subject-verb-object), and to the point	1. style and voice appropriate to the given audience and purpose. 2. word choice is specific and purposeful, and somewhat varied throughout. 3. sentences are mostly clear, active (SVO), and to the point.	1. style and voice somewhat appropriate to given audience and purpose. 2. word choice is often unspecific, generic, redundant, and clichéd. 3. sentences are somewhat unclear; excessive use of passive voice	1. style and voice in appropriate or do not address given audience, purpose, etc. 2. word choice is excessively redundant, clichéd, and unspecific. 3. sentences are very unclear.
Grammar/Usage/ Mechanics (10%)	1. control of grammar, usage, and mechanics. 2. almost entirely free of spelling, punctuation, and grammatical errors.	may contain few spelling, punctuation, and grammar errors.	contains several spelling, punctuation, and grammar errors that detract from the paper's readability.	so many spelling, punctuation, and grammar errors that the paper cannot be understood.

Late Work Policy: Late work will take at most 80% of the scores.