



COURSE SYLLABUS

COURSE TITLE:	Writing and Methodology Fundamentals	COURSE CODE:	ENGL080
PREREQUISITES:	TOEFL Score of at least 420	SEMESTER:	FALL 2020
INSTRUCTOR:	Julia Malye	CREDITS:	0
EMAIL:	julia.malye@exterieur.groupe-igs.fr	SCHEDULE:	Wednesday 8h30-11h30

COURSE DESCRIPTION:

This course introduces students to the fundamental building blocks of writing in standard English business language. The course is designed for non-native English students to develop strong and methodical writing habits that will serve them for the future of their business education.

COURSE OBJECTIVES:

The primary objective of this course is to review the fundamental structures of written language to understand how these building blocks are used to express ideas in a coherent way. Strategies will be developed to identify the fundamental written structures in a range of different texts from informal to formal academic texts, and to apply these models in the students' own writing. The focus will be to help students understand the move from "they say" to "I say" as part of effective academic writing style.

EXPECTED LEARNING OUTCOMES:

Upon completion of this course students should be able to:

- Identify and use key language structures: parts of speech, topic sentences, transitions and signposting, and paragraphs
- Understand the difference in written tone between formal and informal writing
- Use their research to show that they can communicate how other people's ideas can enrich and validate their own writing and argumentation
- Apply the academic conventions of paraphrasing and direct citation for quotes as part of effective academic writing
- To spot repeating errors in their writing and develop effective learning strategies to overcome them



MANDATORY TEXTBOOKS:

- A 12-week *New York Times* subscription (make sure to choose the academic rate!)
- <https://www.nytimes.com/subscription/education>

AND

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: WW Norton, 2006.

→ You can find this book online for free at:

<https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/2741/They%20Say%20I%20Say%20Full%20Text.pdf>

EVALUATIONS:

The final grade will be determined as follows:

- 25 % Academic Writing Assignments (10% Initial Artifact Analysis, 5% Annotated Bibliography, 10% Research Integration,)
- 30% Podcast Project (20% podcast planning sheet, 10% final podcast)
- 20 % Generating New Vocabulary Sheets
- 25 % Engagement (oral participation, reading responses, workshops, online class (100 points), in-class activities, etc.)

Presence in class is mandatory. More than 2 absences will lead to a failing grade.

FORMATTING GUIDELINES

Essays must be printed in black ink, double-spaced, with standard margins. The font should be Times New Roman or Garamond, 12 point. Pages should be numbered. Everything must be stapled.

COURSE POLICIES

Electronics: You won't need them (unless you have arranged with me that you do) so please leave these tucked away.

Online Platforms: After our first class, you're required to accept the emailed invitations to both our OneDrive Outlook shared file *and* our Google Classroom. **It is your responsibility, during the first week of class, to make sure that you have access to these two online platforms, where the course materials will be shared and assignments turned in.** The following excuses won't be accepted with happy feelings: "I didn't receive your email," "I can't access this email account anymore," "This is my parents' email address," etc.

Homework: Every week, you will be performing two main tasks:

- *Reading & Reading Responses.* You'll be carefully reading one *New York Times* article per week, as well as excerpts from *They Say I Say*. **Over the course of the term, you'll have to turn in THREE 200-word reading responses (30 points each) on Google Classroom**—for example, in these



reading responses, you could choose to discuss what struck you most in this text, and/or respond to the author's main argument, and/or explain what you were curious to learn more about, etc. Your reading responses should show a careful reading of the texts—be creative, be critical; I want to see you actively engage with the ideas you'll be reading about. Why three? **You should of course be doing the assigned readings every week but you're free to choose to which reading you want to respond** (and whether you want to focus on one of them, or draw connections between two of them, etc.). For example, you could be particularly compelled to write about school systems and have a strong reaction after reading the Diana Goldstein's article that is due by week 2; then you might not post anything until Week 5; then post a reading response Week 7. What matters to me is that by the end of the term, each and every one of you has completed three reading responses over the course of the term.

- Only one reading response, our very last, will be **mandatory for everyone**. For this final exercise, you'll be asked to pick a NYT article of *your* choice and respond to it. (60 points)
- *Vocabulary*. After doing the assigned reading(s), start filling up the Generating New Vocabulary sheet—you'll be jotting down at least **three new words/idioms/phrases** you didn't know and are in the process of learning. Additionally, you'll be expected to come up with one sentence for each of them—it can be anything: I just want you to make this unfamiliar vocabulary yours. At the beginning of each class, every student will come to the board and write one word they've just learned from the readings due that day. Everyone else will be adding them to their Vocabulary sheet—and, you guessed it, using them in a brand-new sentence of yours. 120 points for the first Generating New Vocabulary Sheet (weeks 2 to 6 included) and 80 for the second (weeks 7 to 10 included).

Assignment Policy: Late assignments will not be accepted. If you know you will be missing a class, you should turn this work in to me prior to the date it will be due, or give it to a classmate to turn in. Only hard copies of assignments will be accepted; *do not email assignments, please!* If you fail to turn in your assignments, you won't be able to pass this course.

Your engagement in our classroom environment is expected: Your participation in individual, small group, and large group work is necessary for these activities to be educational for you and your classmates, and you owe yourself, your classmates, and me the courtesy of being both *physically and mentally present*. No texting, no Facebook, no sleeping, no chatting in the back. I encourage you to consider how you craft your ethos as a student.

A Note Regarding Email: I reserve the right not to respond to emails that ask questions I have already answered in class, on the syllabus, or on an assignment sheet. Please check the materials I have given you before emailing me, and check in with our class representative and your classmates if you think I may have already answered your question.

GRADING CRITERIA:

Grades will be based on the standard ABS Grading Rubrics available on e-campus.

- ➔ Grading guides will be provided for each assignment.



COURSE SCHEDULE:

Readings Legend:

TS/IS = *They Say, I Say*

- ➔ Additional readings (listed here as PDFs) will be shared on Google Classroom.
- ➔ The readings are due **on the day** they are listed.

Course calendar subject to change. Course partly based on Oregon State University's WR121 curriculum.

Dates	Reading/Homework	Session Content
Session 1 16 Sep	» TS/IS : Introduction pp. 1-14	<p>Introduction to ENGL080: overview of the course objectives, syllabus, assignment sequence, and course theme.</p> <p><i>How to Become a Critical Thinker & Writer</i>: Creating and fostering efficient learning habits in ENGL080</p> <p><i>Getting to Know Each Other</i>: Introducing the idea of audience, rhetoric and levels of formality in writing</p> <p><i>Entering the Conversation</i>: An introduction to fundamental written structures & close reading</p>
Session 2 23 Sep	<p>» NYT article: Dana Goldstein's "Rethinking What Gifted Education Means, and Whom It Should Serve"</p> <p>» TS/IS, chapter 1, "Starting with What Others Are Saying"</p> <p>» PDF "Why Rhetoric?"</p>	<p><i>Starting with What Others Are Saying</i>: The art of summarizing</p> <p><i>On Audiences & Genres</i>: Learning how to distinguish formal from informal writing—experimenting with different levels of formality</p> <p><i>Writer in the Class Room</i>: Entering class discussions (in-class review of <i>TS/IS</i> chapter 12) – TED Talk "Do Schools Kill Creativity?"</p> <p><i>Introduce</i>: The Critical Analysis Project</p>
Session 3 30 Sep	<p>» NYT article: John Schwartz's "Young People Are Suing the Trump Administration Over Climate Change. She's Their Lawyer."</p> <p>» PDF "Strategic Reading"</p>	<p><i>On Curiosity</i>: NO wrong questions</p> <p><i>On Being a Critical Thinker and Writer</i>: Introducing the fundamental moves of analysis & Initial Artifact Analysis assignment</p>

Session 4 7 Oct	Bring artifact(s) to class » NYT article: Safy-Hallan Farah's "License Not to Drive"	<i>On Learning to See:</i> Writing, curiosity and problem-solving in ENGL080 <i>On Artifacts & Analysis:</i> Selecting a quality artifact and breaking it down analytically Sample Initial Artifact Analysis
Session 5 14 Oct	Initial Artifact Analysis due Turn in vocab sheet » NYT article: Natasha Singer's and Sapna Maheshwari's "Google is Teaching Children How to Act Online. Is It the Best Role Model?" » <i>TS/IS</i> , chapter one, "Starting With What Others Are Saying"	<i>Entering Ongoing Conversations:</i> Research in ENGL080 and the Critical Analysis Project Using templates in the rhetorical précis & <i>They Say I Say</i> Sample Annotated Bibliographies
Session 6 21 Oct	Annotated Bibliography due » NYT article: Claire Shipman's, Katty Kay's and Jillellyn Riley's "The Confidence Gap for Girls: 5 Tips for Parents of Tween and Teen Girls" » PDF MLA Format Resources » <i>TS/IS</i> , chapter three "The Art of Quoting," chapter 4 "Three Ways to Respond"	<i>On Integrating Voices:</i> Evaluation, synthesis, and articulation of secondary sources <i>On Plagiarism</i> <i>Crafting the Conversation:</i> Framing, quoting, and responding Sample Initial Research Integration
Session 7 28 Oct	Research Integration due (first draft) » NYT article: Marie Tae McDermott's "To Anyone Who Thinks Journalists Can't Change the World"	<i>On Evolving Your Argument:</i> Connecting claims, evidence, and reasoning <i>Finishing Strong:</i> Strategies and reminders for completing a compelling Research Integration



	» <i>TS/IS</i> , chapter 7 “Saying Why It Matters,” chapter 8 “Connecting the Parts”	<i>Podcast Project, Part 1</i> : Recognizing the Elements of Efficient Storytelling (listening activity, elements of storytelling, telling a story to your peers)
Session 8 4 Nov	» NYT article: Maggie Astor’s “Holocaust Is Fading From Memory, Survey Finds”	<i>Podcast Project, Part 2</i> : Interviewing (in-class one-minute interview, elements of an interview, using a smartphone to record)
Session 9 18 Nov	» NYT article: Maria Abi-Habib’s “Men Treat Us Like We Aren’t Human.” Indian Girls Learn to Fight Back.’ Bring your computer to class!	<i>Podcast Project, Part 3</i> : Podcast Editing (outline of a recording, getting familiar with the editing software Audacity, in-class one-minute podcast) <i>Your Own Project</i> : outlining your podcast
Session 10 Dec 2	» NYT article: Of your choice! Reading Response Is Mandatory for everyone	<i>Podcast Project, Part 4</i> : Producing a Podcast (topic brainstorm, planning a podcast, gathering audio source material) <i>Workshop</i> : Your podcast outlines
Session 11 Dec 9	Podcast Planning Sheet Due Turn in vocab sheet	On Process & Editing Your Podcast: Online Class
Session 12 Dec 16	Final Podcast due	<i>Podcast Celebration</i> : workshop, listening to each other’s work, providing feedback

The schedule of Final Exams will be confirmed and published by 31 October 2020. The last day of the semester is 18 December 2020. DO NOT PLAN ANY TRAVEL BEFORE THIS DATE AS THERE ARE NO MAKE-UP EXAMS.