
EAP 101A

Writing about Language Learning



Fall 2019

Dates / course meeting time: TuTh 8:30am – 9:45am

Academic credit: 2

Course format: Seminar

Instructor's Information

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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.

Structurally, EAP 101 is broken into two halves: EAP 101A and EAP 101B. The first seven weeks (EAP 101A) focus on academic reading and basic writing skills. Along the way we will explore language learning narratives and how these narratives relate to theories of language learning motivation.

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:

- ❖ 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.
- ❖ 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.
- ❖ Short Writing Assignments: Through a variety of short writing assignments, including narratives, summaries, and response essays, you will learn the features of academic writing and how to use them.
- ❖ Course Papers: 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.

Keys for Writers by Ann Raimis and Susan K. Miller-Cochran.

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/twp-writing-studio>.

How will my grade be determined?

- 1) Course papers (40%)
- 2) Short writing assignments (30%)
- 3) Presentations (20%)
- 4) 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.

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 and oral exams 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 preparing for examinations.
 - 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.

What campus resources can help me during this course?

Writing and Language Studio: For additional help with academic writing – and more generally with language learning – you are welcome to go to the Writing and Language Studio (WLS), located in the Conference Center. You can find more information on the [WLS website](#).

Academic Advising and Student Support: For general assistance with academic coursework, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences). Please visit the [Office of Undergraduate Advising website](#) for additional information related to academic advising and student support services.

What is the anticipated course schedule?

Due dates for all reading and writing assignments will be announced in class.

Broadly speaking, our time together will be spent as follows:

- ❖ Weeks 1 – 3
 - “Successful language learner” research project and essay. Basics of summarizing, paraphrasing, quoting, and citation.
- ❖ Weeks 4 – 5
 - Essay about language learning motivation. More practice summarizing, paraphrasing, quoting, and citation. Practice synthesizing written sources.
- ❖ Weeks 6 – 7
 - Final paper and presentation on independent language learning project.