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**Sichuan University – SCUPI**  
**Syllabus of English Academic Writing 200**

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**FALL 2024**

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### Course Information

Credit hours: 2

Instructor: Zhang Lulu  
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Office:  
Tel (Main Office): 13699008899  
Office hours: 6:00---7:00 p.m. Monday-Tuesday

English Academic Writing provides students with practice for academic and professional writing, including a foundation in rhetoric, argumentation, composition, and style. Students will become familiar with planning, drafting, editing, and revising their academic writing with attention to audience, purpose, and genre. Students will also receive training in critical reading skills for academic purposes. Students will use creative and critical thinking skills such that their writing will serve as a mode of communication, persuasion, and problem solving that will in turn develop students' analytical and argumentative skills to achieve academic, professional, and personal goals. The course will allow students to identify their individual writing processes, to work collaboratively, and to use multi-modal forms of academic expression. To this end students will write academic research paper, reviews, feedback reports, reflective writing, and routine journaling in addition to working on at least one collaborative project that includes written, oral, visual, and electronic components.

### Student Learning Outcomes

With successful completion of this course, students will:

- produce English academic writing with appropriate tone, style, content, organization, format, and diction that match the necessary purpose, audience, and genre
- understand and employ strategies for writing as a process, including: planning, drafting, revising, and editing
- work collaboratively on writing projects, using writing to organize, plan, report, and give feedback
- employ critical reading and listening strategies in academic situations and provide appropriate responses through oral, written, visual, and electronic communication
- understand and employ rhetorical concepts necessary for sound academic reasoning and argumentation

### Activities and Evaluation:

You will be evaluated in many activities according to the grading policy. Activities can include:

|                              |   |      |
|------------------------------|---|------|
| Final Portfolio              | <ul style="list-style-type: none"><li>○ Submitted at the end of the term containing all drafts and final revisions of a research paper or a review, and a one-page reflective essay on the student's writing process(1.0)</li></ul> | 10%  |
| Daily Performance Assessment | <ul style="list-style-type: none"><li>○ first draft of writing (0.3)</li><li>○ final draft of writing (0.5)</li><li>○ class participation (0.2)</li></ul>   | 60%  |
| Final grade (0.3)            | <ul style="list-style-type: none"><li>○ the instructor and each student's professional advisor participating in the open defense of the student's thesis(1.0)</li></ul>   | 30%  |
| Total                        |   | 100% |

\*To pass these assignments students must affix English Writing session reports and feedback materials with final drafts. Failure to include these materials will result in a zero for the assignment.

### Schedule:

|                | <b>Topic(s)</b>                          | <b>Materials</b>   | <b>Major Assignments</b>  |
|----------------|--|--|---|
| <b>Week 1</b>  | Introduction                             | Critical Reading and Writing   | In-class writing assignments  |
| <b>Week 2</b>  | Framework of the course                  | Aim of the course;<br>Structure of the lectures;<br>Conventional article structure and variations  | Select an article in your own field of research to use as your SA (Selected Article) to analyze its structure   |
| <b>Week 3</b>  | Results as a “story”                     | Material on how the results govern the content and structure of the whole article  | Identify from your results a clearly connected story which leads to one or more take-home messages  |
| <b>Week 4</b>  | Results: turning data into knowledge(I)  | Figure, table, or text?<br>Designing figures;  | Examine your SA for the types of data and how they are displayed  |
| <b>Week 5</b>  | Results: turning data into knowledge(II) | Designing tables;<br>Figure legends and table titles   | Examine the tables in your SA or another article from a journal in your field   |
| <b>Week 6</b>  | Writing about results                    | Functions of results sentences;<br>Verb tense in Results sections  | Read the Results section of your selected PEA and Discuss your findings with a colleague, if appropriate  |
| <b>Week 7</b>  | Writing about methods                    | Purpose of the Methods section;<br>Organizing Methods sections;<br>Use of passive and active verbs   | For your paper writing, which elements do you plan to include in the Methods section, and in what order? Use what you have learned to improve your draft of the Methods section of your own paper.                    |
| <b>Week 8</b>  | Writing about introduction(I)            | Five stages to a compelling Introduction;<br>Stage 1: Locating your project within an existing field of scientific research;<br>Using references in Stages 2 and 3;<br>Avoiding plagiarism when using others’ work | Look at the Methods section of your selected PEA and check whether it meets the stages mentioned in the lecture   |
| <b>Week 9</b>  | Writing about introduction(II)           | Indicating the gap or research niche;<br>Stage 4: The statement of purpose or main activity;<br>Suggested process for drafting an Introduction;<br>Editing for logical flow  | Read the introduction of your selected PEA, decide if all stages are present, and mark where each one begins and ends; Use what you have learned to improve your draft of the Introduction section of your own paper. |
| <b>Week 10</b> | Writing about discussion                 | Important structural issues;<br>Information elements to highlight the key messages;<br>Negotiating the strength of claims  | Check the Discussion section of your selected PEA; Use what you have learned to improve your draft of the Introduction section of your own paper  |

|                |   |   |  |
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| <b>Week 11</b> | Writing about title                     | Provide as much relevant information as possible, but be concise;<br>Use keywords prominently;<br>Choose strategically: noun phrase, statement, or question?<br>Avoid ambiguity in noun phrases | Spend time deciding if there are any improvements you can make to the title you have drafted for your OA |
| <b>Week 12</b> | Writing about abstract                  | Why Abstracts are so important;<br>Selecting additional keywords;<br>Abstracts: typical information elements  | Now write or revise your own Abstract or Summary, if appropriate.  |
| <b>Week 13</b> | Writing about review                    | Why reviews are so important;<br>Structure of review;<br>Key information a review delivers  | Read reviews published in your field and based on what you have read, try to write the mini-review       |
| <b>Week 14</b> | Peer Review; Revision                   | Materials on Drafting an Essay; Plagiarism and Cheating   | Revise your writing; First draft is due.   |
| <b>Week 15</b> | Giving presentations                    | Materials on oral presentation; Visual rhetoric   | Practice in the class; Second draft is due.  |
| <b>Week 16</b> | Final Portfolio due; Final oral defense |   | Course instructor, academic advisor and students work together   |

### **Schedule:**

Note: This schedule is subject to change based on the needs of the class at the instructor's discretion.

### **Student Use of Electronic Technology Policy:**

Students must use electronic technology (including cell phones, laptops, tablets, and iPads) in appropriate ways during classes. Out of respect, cell phones should generally be turned off or on silent and stored out of sight. They should not be used during classroom activities unless the instructor has given permission. Electronic devices are forbidden during quizzes, tests or other in-class graded assignments, unless the instructor has given permission.

Technology use in this class is meant to improve the learning environment for all students. Please be respectful of your instructor and classmates and use the technology appropriately.

### **Recording:**

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly recorded in advance can be used solely for the student's own private study.

### **Make-up Policy for Missed Assignments and Tests:**

Students are responsible for the assignments in their classes. Assignments include in-class activities, quizzes, tests, homework, and any other work related to classes.

- If you are absent from class, you should try to contact one of the students in your class to find out what work was missed.
- If you cannot find out from another student about what work you have missed, when you return to class you must talk to your instructors about the missed work and if/when you can make up the work. You are responsible for talking to your teacher; your teacher is not responsible for reminding you about missed work.
- If you are absent from class on the due date of an assignment, you must hand in the assignment and be prepared to make up tests the day that you return to class or on a date decided with your teacher.
- If you know you will be absent, talk to your teacher before you leave or email your teacher to find out about the work that you will miss while you are away.

- If you have not been absent from class and you want to hand in an assignment late, you must first discuss the reason with your teacher before or on the due date. Do not assume that your teacher will accept late assignments. Also, you will lose points for late work in this situation.
- If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you will receive a “o” for that assignment.

**SCUPI Honor Code:**

Students in this course must follow SCUPI Honor Code. This includes:

- must not get help from anyone to do his/her work without the teacher’s permission.
- must not get help from any outside sources to do his/her work without the teacher’s permission.
- must not copy the words of another and present those words as his/her own work.

Participating in these activities can result in failure. Turning in work that is not your own can result in failure.

**Participation:**

Active participation is crucial for language learning. Participating in class makes you an engaged learner of English. In this class, participation means:

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|--|---|
| • arriving to class on time  | • attending class regularly                                     |
| • staying on task (including appropriate use of technology)                  | • completing all homework on time                               |
| • actively listening to your classmates and teacher when they speak in class | • actively and constructively participating in class activities |
| • asking questions   | • being prepared to answer questions                            |
| • bringing all class materials   | • using only English in class                                   |