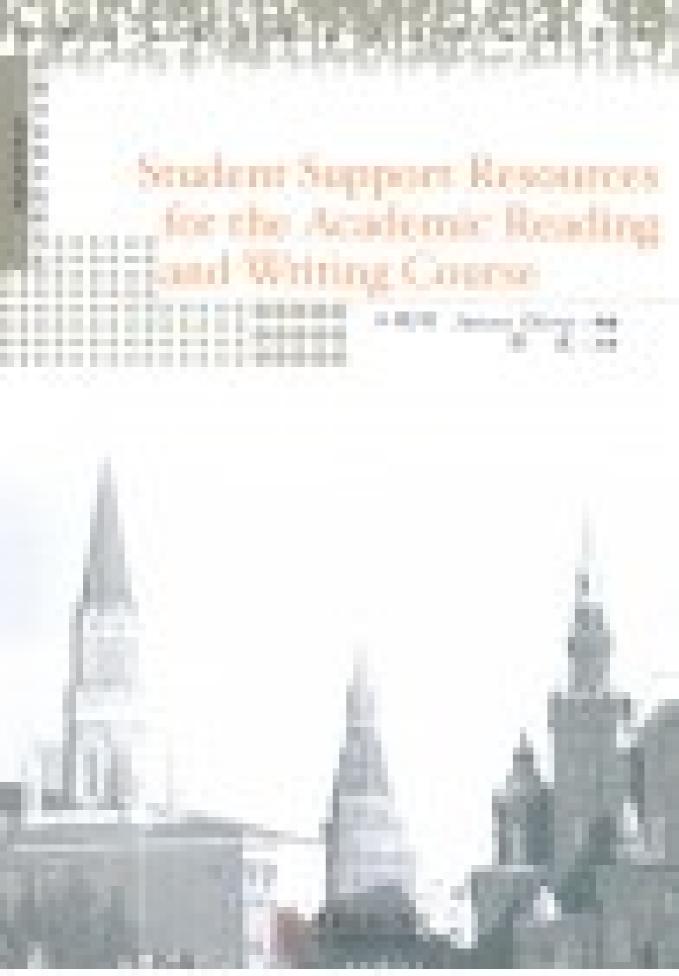


Student Support Resources for the Academic Reading and Writing Course

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Student Support Resources for the Academic Reading and Writing Course

MA and Ph.D. students

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Introduction

The main purpose of this collection of worksheets is to provide support materials for the Academic Reading and Writing course at the Chinese Academy of Social Sciences, Graduate School. It can also be used as the main support material for any collage-level reeding and writing course. The Student Support Resources is primarily intended to help students understand the most essential aspects of academic writing, develop their fast reading and writing skills, and provide much needed mechanical practice. It is principally designed to be used in the classroom; but it can also provide further practice outside the classroom environment.

This resource material can be used in conjunction with the following course book: Academic Argumentative Essay by James Oliver and Xu Wei.

The material has been organized chronologically to coincide with the information presented in class every week. This easy-to-follow book is not intended to be used as a teaching manual and students should feel free to use it in any way they see fit. These resources have been collected from ready-made published materials, online sources, as well as original custom designed worksheets. Consequently, this book is only suitable for classroom use or self-study.

The bibliographic entries whose contents have already been acknowledged are not listed at the end of the book. The list of sources is also sadly inadequate. This is due to the fact that a significant portion of the material has been handed down in formats in which the original source was either incomplete or inexistent.

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Current Issue Topic

1. Course presentation

Current Syllabus: Advanced Academic Reading & Writing (Spring 2009)

1.1 Goals and Objectives

This is an advanced level course for students who wish to extend their academic English competence. The program is particularly useful for students wishing to undertake further academic studies in an English language environment. It is also designed to help students produce a research paper in the field of social sciences.

The primary focus is on the development of academic skills including:

- research techniques;
- presentation;
- writing-including the construction of summaries, reports and argumentative essays; as well as mechanical and writing skills;
- discussion-including informal and formal (debate) modes;
- note-taking; and
- referencing and documentation.

Current Events will be the content area used to develop these skills. Although the content knowledge itself is not a main goal, after completing the course it is hoped that students will have extended their general understanding of current events and be better placed to analyze events, critique points of view, balance arguments, develop informed opinions and debate issues.

Methods

The skills objectives will be implicitly addressed through practice and, where appropriate, explicitly addressed through instruction and feedback.

Requirements

Students should already have a fair degree of competence in academic writing, research, and referencing.

Materials

- 1. Writing for a specific purpose, by Sandra McKay and Lisa Rosenthal, Prentice Hall, NJ
- 2. Academic Argumentative Essay, by James Oliver and Xu Wei, China Commerce and Trade Press

1.2 Course Format

Each class will be composed of four major components: 1) Reading section followed by a mini-lecture on a major area of social sciences such as international economy, politics, law, population growth, globalization, or culture; 2) Writing section in which students focus on functions or concepts of academic writing such as thesis, focus, writing with clarity, paragraph writing, sentencing, abstract, introduction, conclusion, etc. Students will be asked to go over the relevant chapters in Writing for a specific purpose and Academic Argumentative Essay to identify, understand and practice these writing components; 3) Practice section in which students will apply the writing concepts for that day to what we read at the beginning of class; 4) Homework on the Final Academic Essay is assigned each week. In addition, students will be encouraged to practice their writing skills by producing out-of-class assignments based on the concepts covered every week. Finally, in the first part of the course, all students will be divided into learning teams. Every week, a team will prepare and present a current issue topic in front of the class. This presentation will be the starting point for a whole class debate/discussion. Students will select debatable topics in today's China such as rural-urban income gap, environmental degradation, long term sustainable economic development in a context of socio-economic imbalance, reevaluation of the RMB, etc.

1.3 Specific Learning Outcomes

- 1. Students will demonstrate the ability to produce a 2000-word research paper in English which is suitable for a college-level audience.
- 2. Students will demonstrate the ability to select a topic suitable for academic

- research. They will conduct adequate research and follow a step-by-step approach (pre-writing stage-writing stage-post writing stage)
- 3. Students will demonstrate the ability to communicate effectively in writing, using a language level suitable for a college-level audience.
- 4. Students will demonstrate the ability to communicate effectively orally both individually and in groups (presentation, defense thesis, writing conference).
- 5. Students will demonstrate the ability to collaborate with others towards a common goal (oral presentation).
- 6. Students will demonstrate the ability to think critically about current social issues and express their ideas clearly (writing assessments).
- 7. Students will demonstrate the ability to understand academic rules and standards widely used by the international academic community (plagiarism, documenting styles–MLA/APA).
- 8. Students will demonstrate the ability to digest and understand social science academic materials and the ability to summarize and respond to these materials.

1.4 Grading policy

Total points	100 points
Defense thesis (oral presentation of the Final Essay) / class participation	20 points
Writing conference (revision stage: one-to-one meeting with the class instructor)	10 points
Final Research Essay + Portfolio (detailed outline, revised drafts, peer and self revision forms fully completed, evidence of primary source if relevant – i.e. sample questionnaire)	30 points
Research Proposal	10 points
Individual debate on current debatable issues	10 points
In-class writing assignment (issue analysis paper)	10 points
Homework assignments, exercises, quizzes, reading reports	10 points

Course credit: 50% (50 points) / Passing grade: 70% (35/50)

1.5 Duties and Responsibilities

- 1. The class instructor has the right to ask a student who is disrupting the class through noise, conversation or other unprofessional behavior to leave the classroom. Use of mobile phones for personal calls and texts is not permitted and considered inappropriate in class.
- 2. Students must arrive in class on time. Absence, without acceptable motive, will not be tolerated. Students absent more than 4 times will automatically fail the course. If a student has not arrived in class by the time his/her name is called, the student will be considered absent for that class period. Prolonged absence after scheduled breaks is equally unacceptable. If a student fails to report back to class after a scheduled break, he/she will be considered absent.
- 3. All assignments must be word-processed and appropriately formatted. All written assignments, including homework assignments, must be handed in on time. Failure to meet the deadline will result in automatic loss of points (20%).

1.6 Plagiarism and Academic Honesty

Plagiarism is basically using other people's written material (either published or unpublished) in your own assignments without acknowledgement. When copying or paraphrasing material, writers must cite the sources in all instances. Failure to do this constitutes plagiarism and is considered cheating. Students submitting assignments containing ANY plagiarized material will receive no credit (see penalty system). Instruction on correct citing material will be given in class.

Penalty system

- 1. In-class assignment
 - a. First fraud: produce new assignment
 - b. Grade: < 70%

Second fraud: course failure

- 2. End-of-term/final assignment
 - a. Course failure
 - b. Produce new assignment (different topic)
 - c. Grade: < 70%

1.7 <u>Tentative Schedule (topics/lectures may be subject to variation)</u>

Dates	Lesson	Assessments
2/3 March	Course introduction	Write a brief
	Reading:	self-introduction
	Reading strategies(skimming/scanning)	on the area of
	In-class writing assessment(paper sample)	doctoral interest,
	Short presentation of the research paper(chapter	future career,
	10)	and how English
	Short presentation of the argumentative essay	will be useful to
	(Unit 1)	you.
	Decide on current issue topics (Assign 6 groups	
	for small group debates on current issue topics)	
	Writing:	
	Finding the main idea	
	Homework	
	1.Read Unit 1-Short presentation of the academic	
	argumentative essay	
	2.Read Unit 2-Arguing in context	
9/10 March	Reading: In-class writing assessment (paper	In-class Reading
	sample)	Quiz
	Writing:	
	The Thesis Statement	
	Homework:	
	 Find a refined topic for the academic essay Read unit 3-Finding research material 	
16/17 March	Reading: Social institutions, labor markets. international economy and production (writing	

(continue)

Dates	Lesson	Assessments
	sample) Prepared Lecture–World Lecture 1:Economic crisis could push reform in China from Zhiwu Chen who is Professor of Finance at the School of Management at Yale University.	
2.34 C. MA	Writing:	
	Predict (World Lecture1-p.209) Oral presentation: Individual presentations on current issues (followed by short debate)	
	Homework: 1. Produce a short Research Proposal (with a thesis	
	for the final academic essay and a topic which must be approved by the class instructor) 2. Read Unit 10–Introductions	
	3. Read Unit 11–Conclusions 4. Read Unit 12–The Abstract	
23/24 March	Recess	
30/31 March	Reading: Concept of culture. values, norms and social conformity (writing sample) Prepared Lecture–World Lecture 4: Globalization by Anthony Giddens who is professor at the London School of Economics and Political Science.	Research Proposal
	Writing: Compare & contrast(World Lecture 4-p.222)	

(continue) Dates Lesson **Assessments** Oral presentation: Individual presentations on current issues (followed by short debate) Homework: 1. Develop working bibliography of at least five secondary sources on the approved topic 2. Produce the abstract for your final academic essay 3. Read unit 3-Arguing in context 4. Read unit 9-Constructing a paragraph 6/7 April In-class Issue Analysis Paper (3 hours) In-class Issue **Analysis Paper** Homework: Working 1. Produce an tentative outline for the final bibliography academic essay 2. Read unit 7: Constructing a paragraph (part 1) Abstract 3. Read unit 8: Constructing a paragraph (part 2) 13/14 April **Reading:** Demography and population growth Tentative outline (writing sample) Writing: Producing a paragraph - Unit 9: constructing a paragraph (part 3) **Oral presentation:** Individual presentations on current issues (followed by a short debate) Homework: Read unit 5: Writing notes from research reading Start writing the body of the final academic essay