

PHBS
Writing in English
COURSE SYLLABUS
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Module Four 2015

Monday and Thursday, 10:30 – 12:20

COURSE DESCRIPTION:

Communicating in a language that is not your own is not merely a language issue but also a cultural issue. Therefore, the Writing in English course, which is grounded in expository writing, is not only an exercise in written language skill building but also in understanding the cultural context of English-language communication. The course is provided in a workshop approach with content focus in the business arena, along with support for some basic academic writing issues.

RESOURCES:

No textbook is required, but various hand-out materials will be provided from a variety of resources, not limited to but including the following:

- Dummet, P. (2008). *Success with BEC, student's book, higher edition*. Economic Science Press.
- Guffy, M. (2000). *Business communication process & product*. Cincinnati: South-Western College Publishing.
- Holt, S. (no date). Professional business English communication for non-native speakers.
Unpublished workshop outline and content developed for the University of Minnesota.
- Hughes, J. (2008). *Success with BEC, student's book, vantage edition*. Economic Science Press.
- Roen, D., Glau, G., & Maid, B. (2011). *McGraw Hill guide to writing for college, writing for life*. NY: McGraw Hill.

COURSE OBJECTIVES:

By the end of the course, students will demonstrate the ability to discuss, analyze, evaluate, and compose a variety of business-related written communications, as well as some basic concepts in academic writing, exercised with an understanding of the cultural context.

Evaluative Criteria

Your grades throughout the course, as well as your final course grade, are EARNED NOT GIVEN.

Your work will be evaluated based on clearly defined criteria using a rubric; your strengths and weaknesses will be clear to you based on the rubrics – there should be no mystery about your marks. Most employers provide at least annual employee reviews and work evaluations. Therefore, the approach to evaluating your coursework provides a model for evaluating an employee’s work.

Evaluative Criteria

Description	Percent of course grade	Explanation
Class participation	40	This course is designed for skill building in a workshop-type setting – much of the work will be performed in class with discussions and immediate feedback. Missing three classes may result in automatic failure of the course. In-class work must be done in class and cannot be made up later. NO EXCEPTIONS.
Assignments & quizzes, etc.	30	Scheduled assignments, quizzes or other evaluative work. Quizzes may be unannounced and may not be made up.
Final exam or project	30	Every effort should be made to take the exam on the scheduled date. Only hardship cases and emergencies will be accommodated with a special exam date.
	100	

LATE WORK

All assignments must be handed in on the date due (at the beginning of class or via electronic submission, depending on the individual assignment). **Any work that is handed in late will result in an automatic lowering of your assignment grade by five points**, unless you provide documentation of illness or other compelling emergency. Each subsequent class meeting day on which the work is not turned in will be debited by one point per class meeting.

A WARNING AB OUT PLAGIARISM

Plagiarism is attempting to pass off someone else’s ideas and words as your own. **In effect, plagiarism is lying and stealing. It will not be tolerated in this course for any reason.** I do encourage you to discuss ideas with each other and to support each other. However, be careful when putting words to paper. They should be your own. If you wish to cite another author, then be sure to use “quotation marks,” and provide in-text citations and references.

Course calendar, next page.

PHBS Writing in English Course Calendar Module Three 2015

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This schedule may be changed at any time at the discretion of the instructor.

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Week	Day/Date	In-Class Topic	Focus	
1	Th.	May 7	Introduction to expository writing in English; Intercultural ramifications; Self-assessment; A workshop approach to writing	Special writing issues for L2 learners, such as syntax, punctuation, prepositions, etc. will be blended into lessons.
1	M.	May 11	Good Writing Requires Critical Thinking Be Your Own Editor	Writing to Inform Outlining, drafts and revisions
2	Th.	May 14	Case Study	International business communication USA/China
2	M.	May 18	Principles of Professional Writing in English	Become Reader Centered
3	Th.	May 21	Principles of Professional Writing in English	Reduce Wordiness and "Flowery" Words
3	M.	May 25	Principles of Professional Writing in English	Put Major Points First
4	Th.	May 28	Principles of Professional Writing in English	Write Clearly and Specifically
4	M.	June 1	Principles of Professional Writing in English	Provide Flow
5	Th.	June 4	Principles of Professional Writing in English	Strike the Right Tone
5	M.	June 8	Writing Effective Memos & Emails That Get Results	Directness and Conciseness
6	Th.	June 11	Writing Letters	Letters That Request, Inform and Persuade
6	M.	June 15	Writing Letters	Requests and Responses
7	Th.	June 18	Writing to Analyze and Evaluate	Business and academic applications
7	Wed.	June 24	Facts and Figures Avoiding plagiarism	Citing and referencing research

8	Th.	June 25	Reports and Proposals	Business and academic applications
8	M.	June 29	Reports and Proposals	Business and academic applications
9	Th.	July 2	Final writing project due	