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**WRIT1001**  
**ACADEMIC ENGLISH WRITING**  
**FOR ASIAN LANGUAGE SPEAKERS**



**2006 COURSE PROFILE**  
**SEMESTER 1**

The University of Queensland  
Faculty of Arts  
School of Language and Comparative Studies

## WRIT1001 ACADEMIC ENGLISH WRITING FOR ASIAN LANGUAGE SPEAKERS

Semester 1, 2006

### TEACHING STAFF

Convenor/ Lecturer	Mr. Rowan Michael Room 406, Gordon Greenwood Bldg; tel: 3365-4635; email: <a href="mailto:r.michael@uq.edu.au">r.michael@uq.edu.au</a>
Office Hours:	Wednesday 4-5 pm Room 216, Gordon Greenwood Bldg Please <b>email to arrange an appointment</b>
Area Coordinator/ Tutor	Dr Barbara Hartley Room 421, Gordon Greenwood Bldg.; tel: 3365-6935; email: <a href="mailto:b.hartley@uq.edu.au">b.hartley@uq.edu.au</a>
Office Hours:	Mondays and Wednesdays, 3.00 - 4.00 pm. Please email in advance to arrange an appointment during these times.

**CONTACT HOURS:** 1-hour lecture and 1-hour tutorial per week

### TIME AND VENUE

**LECTURE:** Monday 2.00-3.00pm, Hawken Engineering (Building 50), Room 2

<b>TUTORIAL 1:</b>	Monday 3-3.50 pm, Gordon Greenwood (Bld 32), Rm 208
<b>TUTORIAL 2:</b>	Monday 4-4.50 pm, Gordon Greenwood (Bld 32), Rm 210
<b>TUTORIAL 4:</b>	Tuesday 3-3.50 pm, Gordon Greenwood (Bld 32), Rm 310
<b>TUTORIAL 5:</b>	Monday 5-5:50 pm, Gordon Greenwood (Bld 32), Rm 208

<u>Units Value:</u>	2
<u>Prerequisite:</u>	None
<u>Companion:</u>	None

Native speakers of English should do WRIT1000 instead of ASIA1000. Any student with a disability who may require alternative academic arrangements in the course is encouraged to seek advice at the start of the semester from a Disability Adviser at Student Support Services.

Emergency Evacuation Information — In the event of a fire or emergency, proceed quietly and quickly to the nearest exit. Do not sit in, or place bags and personal belongings in aisles as these are used as escape routes in an emergency.

### COURSE WEBSITE

You will need to have regular access to the WRIT1001 Blackboard site to take part in the course activities, download lecture notes and complete assessment items. To access the site, go to <http://www.blackboard.elearning.uq.edu.au> and log in with your UQ student username and password (the same as your mySI-net username and password).

## COURSE DESCRIPTION

WRIT1001 specifically aims to develop in native speakers of Asian languages (like Chinese, Indonesian, Malay, Japanese and Korean) writing competence in academic English. **This course is not suitable for native speakers of English who are catered for by the course WRIT1000.** In WRIT1001, students are taught by academic staff with expertise in Asian languages. The requirements of academic writing are explained and in both the lecture and tutorial, students master the basics of essay writing such as choosing a topic, writing a paragraph, planning an essay, and developing a logical argument. The course also examines overarching issues in academic writing which often cause problems for speakers of Asian languages. Topics covered include how to develop facility in critical thinking and analytic writing, and linguistic and cultural differences between academic writing in Asian languages and in English.

After completion of this course, students interested in further study of academic writing should consider doing WRIT1000 'Introduction to Academic Writing and Research'.

## ASSESSMENT

Students are required to attend **at least eight lectures** and to **regularly attend tutorials** as the lecturer and tutors help students in class to develop an awareness of what academic English writing entails (If absent due to ill-health, a medical certificate must be produced otherwise it will be considered as non-attendance.). Failure to meet these requirements will result in failure of the course.

Attendance at 80% of Lectures - Pass/ Fail

Tutorial Attendance and Participation – 15%

Portfolio (Ten Tasks) - 35% due Friday, **May 19**

Final Essay (2,000 words) - 50% due Tuesday, **May 19**

A LIST OF ESSAY TOPICS FOR THE FINAL ESSAY WILL BE HANDED OUT AT LECTURES. **STUDENTS MUST CHOOSE A TOPIC FROM THE APPROVED LIST.**

**The essay must be accompanied by detailed essay plans, copies of any communications with the tutor regarding each essay, notes, and drafts of each essay.**

- Note that Student Support Services proofread essays for grammar and expression. Library and IT facilities are available in the SSAH Cybrary. Specific help with sourcing materials is available from the liaison librarian, Ms Wai Wai Lui.
- Hand in all assessment to the School Office on Level 3 Gordon Greenwood. Always fill in and attach a school cover sheet. Late assignments will be penalised by 10 per cent per day. Essay one will be returned in class. Essay two can be collected at a date to be advised from the General Office.
- Further Details on the portfolio tasks will be handed out in tutorials and are also available on the Course Blackboard site.

## PROVISION OF STUDENT FEEDBACK

Students are encouraged to commence work early on their essays for assessment. Tutors will provide comment on drafts of these essays, provided such drafts are presented up to one week prior to the due by date of the essay. Please note: it is not possible for staff to "correct" these drafts. Comment will be limited to observations about the general structure and content of the draft. Feedback on other writing by students will be provided during tutorials. Students may also make an appointment to discuss their writing during a staff member's designated consultation hours.

## STRUCTURE

Each week there will be a one-hour lecture and a one-hour tutorial. Students will attend a joint lecture. For the tutorial hour, students will work with tutors to complete practical exercises relating to the lecture topics and discuss topics of importance. Tutorials will be conducted in English.

The course will be divided into three parts. The first part of the course will focus on developing the basic skills associated with essay writing. Students will be guided in how to write an academic essay on a topic of their own choosing, with a series of lectures and workshop activities focussing specifically on the development of discourse level writing skills.

The second part of the course will help students improve their academic writing skills at the sentence level. It examines areas of particular importance in writing appropriately academic English, with an emphasis on how this differs from writing in other Asian languages.

The third part of the course will examine how students who have mastered the mechanics of essay writing can improve their written work by examining other issues that impact on what they write. For example, we discuss:

- How to develop facility in critical thinking
- How to write analytically
- What are some of the important linguistic and cultural differences between writing in Asian languages and in English
- How cultures differ with regard to the understanding of the nature of plagiarism.

## TEXTS

- All texts are housed in the Social Sciences and Humanities Library. Items with double asterisks are particularly useful, basic texts.

### Primary Textbook:

Stella Cottrell, The Study Skills Handbook (Basingstoke: Macmillan Press, 1999). Call no. LB2395. C67 1999

### Recommended:

Raymond Murphy, English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students, second edition (Cambridge University Press, 1994). PE1112 .3 .M8 1994 ssh

H. Ramsey Fowler, The Little, Brown Handbook (Glenview, Ill.: Scott Foresman, 1989). PE1112.F64 1989

Teresa De Fazio, Studying in Australia: A Guide for International Students (St. Leonards: Allen and Unwin, 1999). LA2108.D4 1999

Other texts:

Ulla Connor, Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing (Cambridge, UK: Cambridge University Press, 1996), chapters 4, 5, 6 and 7. Call no. P53.27 .C66 1996

Lloyd Davis and Susan McKay, Structures and Strategies: An Introduction to Academic Writing (South Melbourne: Macmillan, 1996), chapters 4, 5, 6 and 7. Call no. LB2369 .D39 1996

Alice Oshima and Ann Hogue, Writing Academic English (White Plains, NY: Longman, 1999). Call no. PE1408 .073 1999

David Rosenwasser and Jill Stephen, Writing Analytically (Fort Worth: Harcourt Brace, 1997), chapters 1, 2 and 8. Call no. PE1408 .R69 1997

## **LECTURE SCHEDULE**

Week 1

### **Lecture: 27 February**

- Introduction to the Course
- Academic writing genres; different types of written assignments; essays and reports.

### **Part One – Essay Writing**

The lecturer covers the relevant topics using illustrative examples and students complete class exercises both in lectures and during tutorials.

Week 2

### **Lecture: 6 March**

- Topic analysis: Choosing an appropriate topic and isolating the critical issues relevant to that topic. How to understand an essay topic.
- Planning an essay: concept pyramids and essay plan pyramids.

Week 3

### **Lecture: 13 March**

- Researching an essay: How to access a variety of resources; the use of Internet sources; accessing journal articles via databases (InfoTrac Web).
- Notetaking.

**WEEK 3 TUTORIALS held in the ARTS LEARNING CENTRE, located in the Joyce Ackroyd Building (37), Lab 116**

**Portfolio Task 1 Due at beginning of tutorial**

Weeks 4

### **Lecture: 20 March**

Writing an Essay 1

- Paraphrasing, summarizing and quoting sources
- Referencing: Citing sources appropriately
- Avoiding plagiarism:  
<http://www.library.uq.edu.au/training/plagiarism/html>

**Portfolio Task 2 Due at beginning of tutorial**

Week 5

### **Lecture: 27 March**

Writing an Essay 11

- Paragraphs: Essential parts of a typical paragraph
  - Topic sentence
  - Supporting sentences (1,2,3, ...)
  - Concluding sentences
  - Optional Parts
- Linking Sentences

**Portfolio Task 3 Due at beginning of tutorial**

Week 6

### **Lecture: 3 April**

Writing and Essay 111

- Essay structure: introductions and conclusions

**Portfolio Task 4 Due at beginning of tutorial**

Week 7

**Lecture: 10 April**

Writing and Essay 1V

- Essay organization
  - Chronological order
  - Logical division of ideas
  - Cause and effect order
  - Comparison and contrast order

**Portfolio Task 5 Due at beginning of tutorial*****EASTER AND MID-SEMESTER BREAK***

Week 8

**Lecture – 24 April**

Writing an Essay 1V

- Academic writing style
- Proofreading

**Portfolio Task 6 Due at beginning of tutorial****Part Two: Academic Writing Micro-Skills**

The lecturer covers the relevant topics with special reference made to contrasts with Asian languages. Students complete in-class exercises both in lectures and tutorials.

*Week 9 (Note: Monday, 1 May, is a public holiday. There will be no lecture or tutorials this week. Tutorials on other days will not be held.)*

- Generalisation
- Comparison and contrast
- Qualification and caution
- Discussion

**Portfolio Task 7 Due Tuesday Please Hand in Via School Office**

Week 10

**Lecture: 8 May**

- Cause and Effect
- Logic in academic writing (inductive/deductive logic)
- How to develop a logical argument (differences in Asian and Western views)
  - What does "a logical argument" mean in academic writing in English?
  - How would I go about developing one?
  - What would my lecturer look for in a logical argument?
  - Examples of logical argument in different essay topics

**Portfolio Task 9 Due at beginning of tutorial**

Week 11

**Lecture: 15 May**

- Structure and cohesion: Transition signals and connectives

**FRIDAY, 19 MAY: PORTFOLIO AND FINAL ESSAY DUE AT SCHOOL  
GENERAL OFFICE BY 4.00PM. (DO NOT HAND IN TO TUTOR)**

**Part Three: Reflective Writing**

The lecturer covers the relevant topics with special reference made to contrasts with Asian languages. Students are encouraged to make contributions to in-class discussions.

Weeks 12

**Lecture: 22 May**

- Critical thinking
  - The nature of critical thinking and how it relates to academic writing
  - Critical thinking in reading
  - What questions do I ask in critical thinking?
- Analytical writing
  - What is the difference between analytical and descriptive writing?
  - What are the characteristics of analytical writing in English?

Week 13

**Lecture: 29 May**

- Contrastive Rhetoric: What are the linguistic and cultural difference between writing in Asian languages and English writing?
  - Expressing your own opinion
  - What is expected in an academic English essay?
  - How is this different from essay-writing expectations in students' homelands
- Course summary

## **PLAGIARISM**

The use of other people's work as your own, either by passing off work done by someone else as your own original work or by not citing references to other people's work used in your own writing, is a serious academic matter and attracts severe penalties from the University in proven cases. Students are urged to familiarise themselves with the policy on plagiarism found on the Arts Faculty website at <http://www.arts.uq.edu.au/slccs/plag.html>.

## **TEACHING AND LEARNING REPRESENTATION**

The Teaching and Learning Committee provides advice and recommendations to the Head of School and School Executive Committee for the development and maintenance of strategies for excellence in all aspects of teaching and learning in the School. The committee consists of academic and general staff representatives as well as undergraduate and postgraduate student representation. There are 4 elected student representatives on TLC: one from first year students, one from advanced undergraduate students, 1 from Honours students and 1 from coursework postgraduate students. Students interested in serving on this committee should consult the chair of TLC Dr Guy Ramsay, or the committee secretary Ms Carmen McNaught.

## GRADE DESCRIPTORS

Students are afforded grades according to their meeting of the following criteria:

7. The student demonstrates an excellent grasp and application of concepts covered in the course. S/he demonstrates the ability to comprehensively and critically analyse works written on a topic. Arguments are well formulated and presented coherently. Essay structure is sound. Work is original and well presented, with no factual errors and few grammatical inaccuracies. Student has attended at least eight lectures and participated satisfactorily in class activities. Clear evidence of careful essay planning.
6. The student demonstrates an excellent grasp and application of most concepts covered in the course, with some minor knowledge gaps in specific areas. S/he demonstrates the ability to comprehensively discuss the important works written on a theme. There is some attempt at critical analysis, albeit with some incoherencies and only moderate depth in argument. Work is sound but, overall, lacking in innovation. Work contains rare factual errors, and few grammatical inaccuracies. Student has attended at least eight lectures and participated satisfactorily in class activities. Clear evidence of careful essay planning.
5. The student demonstrates an excellent grasp and application of some concepts covered in the course, but exhibits knowledge gaps in a few key areas. S/he demonstrates the ability to represent some differing ideas on a theme. There is some attempt at critical analysis, albeit with incoherencies and little depth in argument. Work is rarely novel. Work contains some factual errors and grammatical inaccuracies. Student has attended at least eight lectures and participated satisfactorily in class activities. Some evidence of careful essay planning.
4. The student demonstrates some grasp of concepts covered in the course, but exhibits knowledge gaps in some key areas. Work is by and large descriptive, without critical analysis. Work contains many factual errors and grammatical inaccuracies. Student has attended at least **eight** lectures and participated satisfactorily in class activities. Little evidence of careful essay planning.
3. **Fail:** Falls short of satisfying all basic requirements for a Pass.
2. The student demonstrates very sketchy knowledge of concepts covered in the course, with large gaps evident. Student does not answer the question being posed. Not all assessment items completed. Lacks analytic skills. Student has not attended at least eight lectures and not participated satisfactorily in class activities. Little evidence of careful essay planning.
1. The student has not submitted any work of substance. Student has not attended at least eight lectures and not participated satisfactorily in class activities.

## WRIT1001

## ESSAY CRITERIA SHEET

STUDENT NAME \_\_\_\_\_

CRITERIA	+	+	0	-	--
	+				
Essay relevant to topic					
Topic covered in depth					

Clear and concise statement of claim (thesis) in the introduction					
Claim backed up with evidence in the body					
Accurate and sufficient presentation of evidence					
Evidence of careful development of essay (essay plan, notes, communications with tutor, draft(s) of essay)					
Logical development of paragraphs in the body					
Conclusion summarises main points and claim					

Paragraphs have topic sentences					
One idea per paragraph					
Logical flow of sentences in the paragraphs					
Transition signals used to guide the reader					

Original and creative thought					
Sufficient analytic content					
Appropriate length					
Fluent and succinct writing					
Correct grammar and spelling					
Adequate consultation and acknowledgement of sources					
Appropriate and consistent style					
Correct and consistent referencing					

COMMENTS:

## **GUIDELINES FOR WRITING AND PRESENTATION OF ESSAYS**

Students submitting essays in the School should follow the guidelines listed below, unless advised otherwise by their course convenor. Should you wish to diverge from the guidelines, please obtain permission first. Whatever guidelines are adopted, it is important to be consistent.

1. Essays must be typed or word-processed (double-spaced with at least a 2.5 cm margin on all sides of the page).
2. Pages must be numbered, preferably at the bottom centre of the page.
3. Essays must have a copy of the official assignment cover sheet attached with details of the subject name and code, name of convenor, name of tutor, title of the essay, your name, student number, and the date of submission. They must be submitted via the assignment slot at the School's General Office. You should retain a copy for your own records. Electronic submissions must be negotiated with individual tutors.
4. You must document sources used in your essay. This can be using in-text citation, endnotes (i.e. notes listed on a separate page which comes after the text of your essay), or footnotes (notes at the bottom of the page which they refer to). Refer to the examples given for the preferred method. Your bibliography/list of references must be on a separate page, and must include all material mentioned in your notes, plus any material which was read but not necessarily quoted from.
5. Footnotes/endnotes must be numbered consecutively, with full bibliographical and page details in the first reference to a particular work. Later references to the same work can be abbreviated (i.e. only including surname, short version of title, page). Remember, notes are there for the reader to find the information themselves if they want to, so make sure they are precise and accurate.
6. Footnotes/endnotes must be used wherever you give a quote, use any important facts or where you have drawn on particular works for parts of your essay. Notes tell the reader where your information has come from and how you have used your reading to build your essay.
7. Give your sources for all tables and appendices. This may not necessarily be where the original book got the table from, but where you obtained it.
8. Make sure you proofread your essay. It is important that your spelling, punctuation and grammar are correct. When writing in another language, appropriate use of diacritical marks is expected.

## EXAMPLES OF ENDNOTE/FOOTNOTE STYLE:

There are a number of recognized styles such as the Chicago and the MLA. What follows is an example only. The style you choose may depend on the course. The course convenor may stipulate a certain style or allow you to choose your own. It is important to be consistent in its use.

### Book

Richard J. Samuels, The Business of the Japanese State: Energy Markets in Comparative and Historical Perspective (Ithaca: Cornell University Press, 1987), p. 167.

Paul J. Smith, Desire Unlimited: The Cinema of Pedro Almodóvar (London, New York: Verso, 2000), p. 167.

### Chapter of a Book

See for example, D. Balderston, 'Poetry, Revolution, Homophobia: Polemics from the Mexican Revolution', in S. Molloy and R. M. Irwin (eds), Hispanisms and Homosexualities (Durham, London: Duke University Press, 1998), pp. 57-75.

See for example, T. Dixon Long, 'The Dynamics of Japanese Science Policy', in T. Dixon Long and Christopher Wright (eds), Science Policies of Industrial Nations (New York: Praeger, 1975), pp. 133-68.

### Journal Article

M. J. Nandorfy, 'Tie Me Up! Tie Me Down!: Subverting the Glazed Gaze of American Melodrama and Film Theory', Cineaction, Vol. 31 (1993), pp. 50-61.

T. Dixon Long, 'Policy and Politics in Japanese Science: The Persistence of a Tradition', Minerva, Vol. 7, no. 3 (1969), pp. 426-53.

### Unpublished Work

T. Dixon Long, 'Science Policy in Postwar Japan', unpublished Ph.D. dissertation, Columbia University, 1968.

### Internet Sources

Federation of American Scientists, 'Space Imaging Ikonos', 1 November, 1999, on line at <[www.fas.org](http://www.fas.org)>.

If no date is given for the article, write the date when viewed: on line at <[www.fas.org](http://www.fas.org)>, 11 January, 2000.

## EXAMPLES OF IN-TEXT CITATION:

Samuels (1987: 90) refers to how the defeat of Japan was a major turning point in that country's history.

Japan's defeat is considered to be a major turning point in that country's history (Samuels 1987: 90).

[Full details of the publication by Samuels needs to be included in the bibliography/list of references at the end of the essay.]

## EXAMPLES OF BIBLIOGRAPHY STYLE:

List in alphabetical order, according to family name or organisation, not type of source.

### Book

Wray, William D. (ed.). Managing Industrial Enterprise. Cambridge, Mass.: Council on East Asian Studies, Harvard University, 1989.

### Chapter of a Book

Yagi, Eri. 'The Statistical Analysis of the Growth of Physics in Japan'. In (Nakayama, S. et al. (eds). 1974) 108-13.

[ALSO PROVIDE FULL DETAILS OF THE BOOK EDITED BY NAKAYAMA IN A SEPARATE ENTRY IN THE BIBLIOGRAPHY, UNDER 'NAKAYAMA'.]

### Journal Article

Yajima, Suketoshi. 'The European Influence on Physical Sciences in Japan'. Monumenta Nipponica, Vol. 19, nos. 3-4 (1964), 106-17.

### Unpublished Work

Yagi Eri and Tsuji, Tetsu. 'Oriental Science Thought'. Paper presented at the poster session of the 17th World Congress of Philosophy, Montreal, Quebec, 23 August 1983.

### Internet Source

Federation of American Scientists. 'Space Imaging Ikonos', 1 November, 1999. On line at <[www.fas.org](http://www.fas.org)>.

## **GRADUATE ATTRIBUTES**

The following graduate attributes will be fostered in this course:

**Communication:** the ability to convey ideas and information clearly and fluently in written form through written assessment.

**Computer literacy:** the ability to use computers for word-processing and presentation of assignments, and information retrieval to research a major assignment.

**Critical thinking:** the ability to identify issues in written forms of assessment.

**Ethics:** knowledge of ethics and ethical standards in academic writing, especially as they pertain to conducting research.

**Information management:** encourage students to collect, analyse and organise information in order to be able to present it in the form of written assignments.

**Scholarship:** the course is designed to nurture research skills and to encourage students to make their own contribution to knowledge.