



**East China Normal University  
GEC International Summer School**

**ENG11: Academic English Composition**

**Term: June 17<sup>th</sup> to July 19<sup>th</sup>, 2024**

**Class Hours: Monday through Friday, 110 minutes each day (2,750 minutes in total)**

**Instructor: TBD**

**Home Institution: TBD**

**Office hours: TBD**

**Email: TBD**

***Course Description***

This is an intensive College Composition course. Beginning with a short paper based on personal experience and culminating in a longer expository writing, the course focuses on writing as a process including brainstorming, drafting, revising, peer-editing, and proof-reading. The course teaches students to pay careful attention to all parts of their essays, i.e., introductions, thesis formulation, topic sentences, paragraph development, conclusions, as well as organization and research. Students learn the conventions of academic research writing and the skills of audience engagement and critical thinking. The course also gives attention to writing issues commonly encountered by native speakers of Chinese.

There is no prerequisite for this course

**Course Overview**

In this course students will learn how to plan, write, and revise effective expository essays in English. They will develop their English essay writing skills by analyzing examples of effective (and ineffective) English writing, by developing their knowledge of and facility with the fundamentals of English grammar, and through writing practice in the form of in class exercises, peer-review work-shops, and take home assignments.



## **Course Goals:**

A student who satisfactorily completes this course should:

- \* improve their English language grammar skills
- \* become familiar with the concepts of concision and clarity in written prose
- \* develop their critical thinking skills
- \* learn how to plan for the writing of an essay
- \* learn how to structure an essay
- \* develop strategies for writing and revising their essays
- \* learn the correct and effective use of sources in essay writing
- \* become acquainted with different styles of essay writing
- \* explore the role of audience in essay writing

## **Required Text**

Graff, Gerald and Birkenstein, Cathy. *They Say/I Say: The Movies that Matter in Academic Writing*, 3rd edition. W. W. Norton & Company, 2014.

ISBN: 978-0393935844; ASIN: B00SLB5N52

This text is available in hardback, paperback, and kindle edition from Amazon and other sellers.

Additional readings and handouts will be provided by the instructor.

## **Course Hours**

The course has 25 class sessions in total. Each class session is 110 minutes in length, for a total of 2750 minutes of in-class time. The course meets from Monday to Friday. ECNU awards 3 credits for this course. Different universities may count course credits differently. Consult officials at your own home institution.

## **Attendance**

Summer school is very intense and to be successful, students need to attend every class. Occasionally, due to illness or other unavoidable circumstance, a



student may need to miss a class. ECNU policy requires a medical certificate to be excused. Any absence may impact on the student's grade. Moreover, ECNU policy is that a student who has more than 3 absences will fail the course. Arriving late or leaving early will count as a partial absence.

### ***Grading Policy***

ECNU awards grades of A, A-, B+, B, B-, C+, C, D, and F. Most colleges and universities do not award transfer credit for grades of D or F.

In this course, grading will be based on the following:

- 10% Classroom engagement (attendance, attention, participation in discussions)
- 25% In-class writing (including final reflection) and homework assignments
- 15% Essay 1: Personal Essay
- 15% Essay 2
- 15% Essay 3
- 20% Essay 4: Academic Research Essay

### ***General Expectations***

Students are expected to:

- Attend all classes and be responsible for all material covered in class and otherwise assigned. Any unexcused absence may impact a student's grade.
- Arrive to class on-time: Late arrivals are disruptive to your fellow students and to the conduct of the class.
- Complete the day's required reading and assignments before class
- Review the previous day's notes before class; make notes about questions you have about the previous class or the day's reading
- Refrain from texting, phoning or engaging in computer activities unrelated to class during class (不要用手机) It is highly disrespectful to the professor and to the class.
- Participate in class discussions and complete required written work on time.

### ***Course Schedule***

The planned schedule sketched out below may be modified to suit the



interests or abilities of the enrolled students or to take advantage of special opportunities or events that may arise during the term.

### Week 1

- Day 1
  - *Introduction to the course*
  - *Student introductions and in-class writing*
  - *Assign and discuss Essay #1*
  - *Homework: Read They Say, I Say "Introduction"*
- Day 2
  - *Discuss Readings*
  - *Discuss introductions to the essay*
  - *Discuss thesis options for the essay*
- Day 3
  - *Discuss methods of organization*
  - *Homework:*
    - *Read They Say, I Say Chapters 1 & 2: "They Say" and "Her Point Is"*
    - *Complete introduction for Essay #1*
- Day 4
  - *Introduction to Essay 1 due*
  - *Discuss Readings*
  - *In-class workshop on introductions*
  - *Discuss topic sentences, paragraph development*
  - *Homework:*
    - *Read They Say, I Say Chapter 12 "I Take Your Point"*
    - *Complete first draft of Essay #1*
- Day 5
  - *First draft of Essay #1 due*
  - *Discuss Readings*
  - *Peer review*
  - *Discuss conclusions*
  - *Homework: Complete second draft of Essay #1*

### Week 2

- Day 1
  - *Essay #1 due*



- *Assign and discuss Essay #2*
- *Homework: Read They Say, I Say Chapter 3 “As He Himself Puts It”*
- *Other readings on topic for essay 2 (Provided by instructor)*
- *Day 2*
  - *Discuss Essay 1*
  - *Discuss readings*
  - *In-class workshop: thesis for and main points for Essay #2*
  - *Homework:*
    - *Read They Say, I Say Chapter 4 “Yes / No / Okay, But”*
    - *Complete Introduction to Essay #2*
- *Day 3*
  - *Introduction to Essay #2 due*
  - *Discuss Readings*
  - *In-class workshop and peer review of introductions*
  - *Discuss main points and organization of the Essay #2*
- *Day 4*
  - *In-class writing*
  - *Homework: Read They Say, I Say Chapter 5 “And Yet”*
  - *Complete first main point of Essay #2*
- *Day 5*
  - *Workshop: Citations*

### Week 3

- *Day 1*
  - *First main point of Essay #2 due*
  - *Discuss Readings*
  - *In-class workshop and peer review of first main points*
  - *Discuss development, support, and examples of main points*
  - *Homework: Complete first draft of Essay #2*
- *Day 2*
  - *First draft of Essay #2 due*
  - *In class-workshop and peer review*
  - *Discuss conclusions*
  - *Homework: Complete second draft of Essay #2*
- *Day 3*
  - *Essay #2 due*
  - *Assign and discuss Essay #3*
  - *Mid-term evaluations*
  - *Homework:*



- *Read They Say, I Say Chapter 6 “Skeptics May Object”*
- *Other readings on topic for Essay #3 (provided by instructor)*
- *Day 4*
  - *Discuss Essay #2*
  - *Discuss readings*
- *Day 5*
  - *In-class workshop: thesis for and main points for Essay #3*
  - *Homework:*
    - *Read They Say, I Say Chapter 7 “So What? Who Cares?”*
    - *Complete Introduction and first main point to Essay #3*

#### Week 4

- *Day 1*
  - *Discuss Readings*
  - *In-class workshop and peer review of introduction and first main points*
- *Day 2*
  - *Discuss development, support, and examples of main points*
  - *Homework:*
    - *Read They Say, I Say Chapter 8 “As a Result”*
    - *Complete first draft of Essay #3*
- *Day 3*
  - *First draft of Essay #3 due*
  - *Discuss Readings*
  - *Workshop and peer review of Essay #3*
  - *Discuss conclusions*
  - *Homework: Complete second draft of Essay #3*
- *Day 4*
  - *Essay #3 due*
  - *Assign and discuss Essay #4*
  - *Homework:*
    - *Read They Say, I Say Chapter 9 “Ain’t So / Is Not”*
    - *readings on topic for Essay #4 (provided by instructor)*
- *Day 5*
  - *Discuss readings*
  - *In-class workshop: thesis and main points for Essay #4*
  - *Homework:*
    - *Read They Say, I Say Chapter 10 “But Don’t Get Me Wrong”*
    - *Complete Introduction and first main point to Essay #3*



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### Week 5

- Day 1
  - o Discuss readings
  - o Homework: Read *They Say, I Say* Chapter 11 “~~He Talks About~~ Deplores”
- Day 2
  - o Discuss readings
  - o Homework: Read *They Say, I Say* Chapter 13 “IMHO”
- Day 3
  - o In-class writing
- Day 4
  - o Essay #4 due
  - o Review of common language difficulties
- Day 5
  - o Evaluations and final reflective writing

### **Academic Honesty**

Students are expected to maintain high standards of academic honesty. Specifically, unless otherwise directed by the professor, students may not consult other students, books, notes, electronic devices or any other source, on examinations. Failure to abide by this may result in a zero on the examination, or even failure in the course.