

Descriptions of Target Student Abilities: Writing Courses

English for Foreign Students Program Objectives, 2017

English for Foreign Students (EFS) offers specialized courses to international graduate students in English as a second language (ESL). The EFS writing sequence consists of EFSLANG 697 (Writing Fundamentals), EFSLANG 698A (Writing Academic English), and EFSLANG 698B (Advanced Graduate Writing). The courses progress from shorter texts such as letters, essays, and reports (697) to research papers (698A) to professional publications and theses (698B). Students with writing requirements (per their EFS placement) must take them in the specified sequence.

WRITING COURSES	EFSLANG 697 (Gateway to Graduate Writing)	EFSLANG 698A (Writing Academic English)	EFSLANG 698B (Advanced Graduate Writing)
<p>These courses focus on developing interpretive and presentational abilities in written texts through the analysis of model and peer samples combined with student written production.</p> <p>INTERPERSONAL ABILITIES Across the sequence, students have opportunities to practice and develop interpersonal language as a complement to the primary content of the courses.</p>	<p>This course is primarily focused on the production of short written texts from a paragraph to a few pages, with explicit attention to sentence-level grammar for writing.</p> <p>Students engage in paired and small group conversations with peers regarding homework and other material. They learn fundamentals of interacting through email within US academic culture.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Discuss elements of writing samples. • Provide feedback on peers' writing politely and constructively. • Write effective informal email communications to peers, professors and other university administrators, including appropriate greetings and closings. • Interact appropriately with the instructor during tutorials. 	<p>This course is primarily focused on longer written texts, especially class projects and research papers in the students' fields.</p> <p>Students engage in paired and small group conversations with peers regarding homework and other material.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Discuss elements of writing samples using increasingly sophisticated analytical language forms. • Provide feedback on peers' writing politely and constructively. • Interact appropriately with the instructor during tutorials. 	<p>This course aims at building a deep awareness of the organizational and stylistic conventions of the students' fields and meeting the expectations of the audience in theses, dissertations, and especially publications in academic journals.</p> <p>Students engage in paired and small group conversations with peers regarding homework and other material.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Discuss elements of writing samples using more precise and sophisticated analytical language forms. • Describe styles and conventions specific to their field of study. • Compare and contrast discourse and style in their field with that of others. • Provide feedback on peers' writing politely and constructively. • Interact appropriately with the instructor during tutorials.

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<p>INTERPRETIVE ABILITIES</p> <p>Effective writing starts by recognizing the expectations of the audience. Students in these courses read texts and analyze them for discourse structure and style to develop an increasing understanding of these expectations, from recognizing characteristics of general English academic writing to those of a range of field-specific genres.</p>	<p>Students analyze sample writings by native speakers and others as models for their own work.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify components of paragraphs. • Recognize thesis statements. • Identify basic rhetorical moves in introductions and conclusions. • Make judgments regarding the appropriate use of active and passive voice. • Recognize the concept of plagiarism within US academic culture and identify clear instances of it. • Understand basic principles of readability and the general notion of writing for the reader. 	<p>Students analyze sample research papers from their field and others as models for their own work.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify components of a standard research paper. • Analyze a model paper in their field for similarities and differences with respect to established conventions. • Identify differences between formal and informal registers. • Know field-specific formats for citation and referencing. • Recognize use of hedges, concessive phrases, and intensifiers. • Interpret the strength of claims as modulated by modals, conditionals, and hedging. • Understand the conventions of writing for the reader with regard to research papers in their specific field. 	<p>Students analyze sample published works in their field along with journal submission requirements as models for publishing their own work.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the steps in preparing a paper for publication. • Recognize important nuances in style for different journals and paper types related to their field. • Demonstrate awareness of expectations of different audiences. • Demonstrate knowledge of a range of English conventions and field-specific formats for citation and referencing. • Demonstrate increased awareness of the structure and expectations of theses/dissertations in their field. • Identify problems in their own and in published writings related to clarity, concision, cohesion, and coherence. • Refine their understanding of the conventions of writing for the reader across field-specific genres such as review papers, proposals, and dissertations.

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<p>PRESENTATIONAL ABILITIES</p> <p>Students focus on presenting their written academic work in a form and style appropriate to the purposes of coursework, reporting to faculty and funding agencies, publication, and thesis and dissertation writing.</p>	<p>Students learn to write a range of short texts, such as formal emails and letters, reports, and papers for classes, with explicit attention to sentence-level grammar for writing.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Use prewriting strategies to organize thoughts logically and coherently. • Introduce themselves and their study focus and research plans in writing. • Write effective formal email communications to professors and university administrators. • Write cover letters (e.g., for job applications). • Write summaries of others' work by selecting key points and paraphrasing without plagiarizing. • Make concise summary statements. • Write formal and extended definitions of technical terms in their fields. • Use tenses appropriately in reporting data. • Use active and passive structures appropriately for different purposes. 	<p>Students produce introductions and sections for methods, results, discussion, and concluding remarks appropriate to their fields.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Write with greater grammatical accuracy and vocabulary precision. • Show improved self-editing skills. • Organize material for desired rhetorical effect. • Use paraphrasing and summarizing techniques. • Use a variety of modals, conditionals, hedges and emphasizees for desired effect. • Use formal and informal registers appropriately and consistently. • Write critical reviews of others' work. 	<p>Building on their own research content, students produce drafts that increasingly meet the key criteria of clarity and concision, with specific attention to the format and function of abstracts, introductions, and conclusions. Students explore similarities and differences across the writing genres in their fields and the expectations of different audiences.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Revise drafts based on general principles of style and usage along with writer-specific feedback. • Compose and effectively revise abstracts. • Compose and effectively revise introductions. • Use a variety of field-appropriate strategies for persuasion and argumentation in their papers. • Use active and passive voice strategically to achieve impact and cohesion. • Implement increased variety and precision in vocabulary and common discourse functions such as comparing, intensifying, and hedging. • Incorporate principles of style and usage studied into their own work.

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<p><i>continued</i></p>	<ul style="list-style-type: none"> • Use a variety of reporting verbs appropriately to clarify meaning. • Produce examples of a variety of texts, such as: <ul style="list-style-type: none"> ◦ General -> specific. ◦ Data commentary. ◦ Process. ◦ Problem-solution. • Understand their common patterned errors and make progress in correcting them. • Demonstrate improvement in self-editing. • Show expansion of vocabulary range. 	<ul style="list-style-type: none"> • Write elements of a research paper coherently, adapted to conventions of their field, e.g., <ul style="list-style-type: none"> ◦ Introduction. ◦ Literature review. ◦ Methods. ◦ Results. ◦ Discussion/data commentary. ◦ Conclusion. • Incorporate appropriate voice and verb tense, especially for literature review, methods, and results sections. 	