

**EFSLANG 683W: Workshop in Written Communication for International Students**  
Stanford University, Summer 2014

Instructor: Renae Skarin  
Email: rskarin@stanford.edu  
Meeting times: Thursdays (June 23rd – August 15)  
Room: TBA  
Writing Tutor: TBA  
Section 1: 3:15 PM – 5:05 PM in room 50-51B  
Section 2: 1:15 PM – 3:05 PM in room 50-51B

### **Course Description**

This engaging theme-based writing course is intended for participants in the High School Summer College Program and for international undergraduate students. The main goal for this class is to develop great **written communication skills: “How do I take in, develop, and express ideas in writing?”** The goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to research effectively, to use technology and artistic expression competently, and to have a strong command of English in that communication.

#### **Questions used to develop a student’s writing:**

- What have others already written about a topic?
- What are the main ideas/arguments that people have presented about this topic?
- How can I write about it (genre, medium, and format)?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it to learn more information?
- Who can I listen to about it to learn more information?
- How can I speak about it to develop my ideas?
- How can technology help me to express it in an interesting way?
- How can I express it creatively?
- How can I express it well in another language?

The course will specifically focus on helping students with English written communication skills for the 21<sup>st</sup> Century university and work setting. If so desired, students may also focus on SAT/TOEFL/IELTS preparation as well as the writing of college applications (Statements of Purpose). Students can meet both as a group and for individual tutorials. Offered S/NC only. 1 – 2 units.

### **Activities**

Because this is a workshop, both the group and individual tutorial sessions will be designed to meet the specific needs of the participants. In preparation for discussion, students will be asked to prepare readings and/or browse related websites.

Each student, in consultation with the instructor, will be responsible for setting specific learning goals for the summer that will form the basis of each weekly tutoring session. Students will be asked to learn 5 – 10 selected vocabulary words per week using a vocabulary notebook that they will bring to class. Students will also be asked to complete writing tasks such as informal journal entries and drafts and revisions of essays and multimedia writing.

### **Attendance Policy**

Students must attend all of the group meetings and individual tutorials in order to receive credit for this class. If students take the course for 2 units, regularly-scheduled individual tutorials will

be arranged at the mutual convenience of the student and instructor during the first week of classes. Please update me by email if your schedule changes during the first week as you make decisions about your courses. Students are expected to arrive on time and to be prepared for each tutoring session with specific questions for the instructor. Missed tutorials will not be rescheduled.

### ***Materials***

- Notebook or section in binder for vocabulary learning
- A three-ring binder to keep handouts organized
- Pen/pencil and paper for every meeting (group and individual)
- Notebook for “free-writing” and “responses to prompts”

Highly Recommended: An **English-English** dictionary designed for non-native speakers of English. Online versions of *Longman's* dictionary for English learners will suffice. We will not focus on grammar in this class. However, <http://www.usingenglish.com/> offers great tutorials on English grammar and style.