AI-empowered Academic English Reading and Writing

Department: Fudan International Winter Session 2026

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<tr><td>Course Code</td><td colspan="7">GEEF30030</td></tr>
<tr><td>Course Title</td><td colspan="7">AI-empowered Academic English Reading and Writing</td></tr>
<tr><td>Credit</td><td>2</td><td>Experiment (including Computer) Credit</td><td></td><td>Practice Credit</td><td></td><td>Aesthetic Education Credit</td><td></td></tr>
<tr><td>Credit Hours</td><td>36 credit hours +3 office hours in total (one credit hour is 45 minutes)</td><td>Education on The Hard-Working Spirit Credit Hours</td><td></td><td>Language of Instruction</td><td>English</td><td>Honors Course</td><td>□Yes
☑No</td></tr>
<tr><td rowspan="2">Course Type</td><td colspan="3" rowspan="2">□Core General Education Course □Specific General Education Course □Basic Course in General Discipline
☑Others</td><td colspan="4">2+X Major ：
□Professional Core Course
□Professional Advanced Course</td></tr>
<tr><td colspan="4">Non 2+X Major ：
□Professional Compulsory Course
□Professional Elective Course</td></tr>
<tr><td>Course Objectives</td><td colspan="7">This course aims to develop students’ academic English literacy through AI-enhanced learning. Students will engage in AI-assisted reading and writing activities, critically evaluate AI-generated feedback, and adapt their reading and writing strategies accordingly. Through peer review, group discussions, and collaborative projects, the course fosters critical thinking, AI literacy, and academic communication skills, ultimately strengthening students’ academic research and writing competence.</td></tr>
<tr><td>Course Description</td><td colspan="7">Reading: This course engages students with high-quality English academic journal papers across the natural sciences, social sciences, and humanities. Working with sample texts and AI-assisted activities, students develop skills in identifying the linguistic and rhetorical features of academic English, extracting and synthesizing information. Through this process, students will strengthen their skills in analyzing and comprehending academic texts and tracking current research developments.
Writing: Students select a research topic aligned with their interests and write an academic review paper in English. Drawing on the generic features of sample texts, they</td></tr>
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	develop and organize their own academic writing while critically evaluating peer and AI-generated feedback and revising their work accordingly. This segment enables students to integrate academic English and AI tools in independent research and academic writing.

Course Requirements:
Prerequisites: None.

Teaching Methods:
This course adopts a discussion-based approach that emphasizes active participation and deep learning. Through group discussions, case studies, and other interactive activities, students are guided to explore the themes, perspectives, research methods, academic value, and textual and rhetorical features of selected papers. AI tools provide additional support throughout the learning process, enabling students to efficiently comprehend texts, process information, and develop literature reviews. Students also learn to interact effectively with AI, critically evaluate its feedback, and use it to refine their reading strategies and writing skills.

Course Director's Academic Background:
Guo Hua received her PhD from Fudan University and currently teaches at the School of Foreign Languages and Literature at Fudan University. Her research interests include Academic English and Discourse analysis. So far, she has taught "English Academic Paper Writing", "Argumentative English Writing", and " English for Academic Purposes (an integrated course)" to undergraduate and graduate students.

Members of Teaching Team

Name	Gender	Professional Title	Department	Responsibility
Hua Guo	Female	Dr.	College English Teaching Center	Course design, materials development, and teaching

Course Schedule:
Week 1
1. Course Orientation + Genre Awareness: Course overview (including brief introduction to AI literacy). Comparison between academic English and everyday English; exploration of different academic genres (research papers, review papers, paper abstracts, conference abstracts) and their rhetorical purposes in various disciplines.

2. Macro-structure: Introduction to different types of studies. Comparative analysis of IMRaD structure in empirical research papers versus thematic organization in literature reviews. Practice identifying information elements using AI-assisted text analysis tools.

3. Developing Research Topics + Working with Sources: AI-assisted research topic development and refinement; advanced academic database searching; source credibility evaluation; functions of academic

sources across different sections of academic papers.

4. AI-assisted Academic Writing (Preferably Collaborative): Preliminary development of academic writing criteria; AI-assisted outlining and idea development for review/research papers; academic argumentation, source integration, and paragraph organization.

Week 2

5. Language Moves + Cohesive Devices: Analysis of typical language moves in academic writing (e.g., establishing research territory, identifying the niche, presenting the present study) and language expressions typical of different moves. Analysis of typical cohesive devices. Practice using AI tools to identify move structures and cohesive devices across different sections of academic papers.

6. Ethical Use of AI Tools + AI Tools for Literature Reviews: Investigate ethical guidelines for AI use in academic writing across different journals and disciplines. Hands-on training with AI tools (possible sharing of AI tools) for literature review assistance.

7. Quoting, Paraphrasing, and Synthesizing Develop an understanding of how sources can be incorporated into academic writing through direct quotation, paraphrasing, and synthesis. Practice using AI tools to support and refine paraphrasing while maintaining the original meaning and developing an appropriate academic voice.

8. AI-assisted Revision (Preferably Collaborative): Further refinement of academic writing criteria. AI-assisted generation of revision feedback; critical evaluation of AI-generated feedback; strategic revision and improvement of academic writing, documenting AI usage strategies and metacognitive reflections on the process.

Week 3

9. Maintaining Your Voice While Citing Sources & Hedging Strategies: Express critical evaluation and assert an academic stance when integrating sources; use hedging language to indicate varying degrees of certainty; and employ AI tools to identify hedging devices and refine them for accuracy and academic tone.

10. Evaluating and Improving the Quality of Peers' Writing: Engage in structured peer review using established rubrics for academic writing assessment. Develop feedback literacy by comparing human feedback, AI-generated feedback, and self-evaluation to improve revision strategies.

11. Multimodal Academic Presentation (Oral + Visualization): Design effective academic presentations combining verbal delivery with visual aids (slides, graphs). Explore AI tools for creating data visualizations and receive AI-enhanced feedback on presentation clarity and coherence.

12. 3-Minute Thesis Report: Deliver a 3-minute oral presentation summarizing individual research. Practice translating complex ideas into clear, engaging stories for interdisciplinary audiences, with feedback from peers and AI tools.

The design of class discussion or exercise, practice, experience and so on:
Design of Discussion Section on an eLearning Platform:
Weekly Discussion Topics
Each week, a discussion topic closely related to the course content will be set to encourage students to express their opinions and perspectives. Topics may focus on academic English, the development and application of AI in academic contexts, and academic writing strategies and techniques. Students are also encouraged to respond constructively to their peers' posts to facilitate further discussion.
Text Analysis and Discussion
Selected academic texts will be presented on the platform for students to analyze and discuss. Through close analysis of their content, organization, rhetorical features, and language use, students will develop a better understanding of academic writing genres, strengthen their academic literacy, and enhance their reading-to-write abilities.
Design of a Simulated Academic Journal Submission and Review Process
1. Team Project: AI and Writing Strategy Exploration and Presentation (Midterm)
In teams, students collaboratively explore AI-assisted academic English writing processes and share their writing experiences, strategies, and metacognitive gains on effective AI use with the class.
2. Individual Project: Review Paper Draft and Oral Presentation (Final)
Individually, students write a 1,500-word review paper draft based on their research interests and give a 3-minute oral presentation of their work.

If you need a TA, please indicate the assignment of assistant:
Yes

Grading & Evaluation:

- **Class Engagement (30%)** - Active participation in discussions, completion of weekly tasks, and contribution to peer learning activities
- **Team Project (30%)** - Quality of collaborative review/research paper and/or metacognitive reading &writing and AI strategy presentation
- **Individual Paper & Oral Presentation (40%)** - a 1,500-word review paper and 3-minute thesis presentation demonstrating effective research communication skills

Usage of Textbook：□Yes (complete textbook information form below)　　□No
Textbook Information (No more than two textbooks) :

Title	Author	ISBN	Publishing Time	Publisher	Type I	Type II
					□Self-compiled Textbook (Published) □Non-mainland Textbook	□National Planning Textbook □Provincial and Ministerial Planning

					□Other Textbook (Published)	Textbook □School Level Planning Textbook □Others

Teaching Materials & References:

Top-tier journal articles in different disciplines.

Adrian Wallwork. 2016. English for Academic Research: Writing Exercises. New York: Springer.

John M. Swales, &Christine, B. Feak. 2012. Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed). Ann Arbor: The University of Michigan Press.

EAP writing websites of prestigious universities in the world.