**ENGCMP152:**

**Expository, Analytical, and Argumentative Writing**

**Course Syllabus**

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**Course Information**

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|  | Instructor: Professor Emily Jane O’Dell |
| Credit hours: 3 | Email: Emily.odell@scu.edu.cn |
|  | Office: 317  Tel (Main Office): TBA  Office hours: By appointment |
| Room: Zone 3-111 | Prerequisites: None  *Placement: A placement test will determine each student’s section level for this course and its tutorial* |
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Required Text:

*Course Pack* prepared by instructor

Diana Hacker, Nancy Sommers, *A Writer's Reference*

Bedford/St. Martin's; Eighth edition (July 11, 2016)

ENGCMP 152 provides students with preparation for academic and professional writing, including a foundation in rhetoric, argumentation, composition, and style. Students will become familiar with planning, drafting, editing, and revising their academic writing with attention to audience, purpose, and genre. Students will also receive training in critical reading for academic purposes. Students will use creative and critical thinking skills such that their writing will serve as a mode of communication, persuasion, and problem solving that will in turn develop students’ analytical and argumentative skills to achieve academic, professional, and personal goals. The course will allow students to identify their individual writing processes, to work collaboratively, and to use multi-modal forms of academic expression. To this end students will write essays, feedback reports, self-reflections, and routine communications in addition to working on at least one collaborative project that may include written, oral, visual, and electronic components.

Students enrolled in ENGCMP152 will also be enrolled in Tutorial ENGCMP152A that is administered by the Writing Center to provide weekly reading, writing and ESL language support, depending on student needs. In addition, students taking ENGCMP152 are required to take the Speaking and Listening lab, ENGCMP140.

PLACEMENT IN ENGCMP 152: Placement will be determined by incoming test scores administered by the SCUPI Writing Center. Students who do not test into ENG152 will be placed in Foundational Writing and Communication ENGCMP150.

**Student Learning Outcomes**

With successful completion of this course, students will:

• produce argumentative, analytical, and narrative writing with appropriate tone, style, content, organization, format, and diction that match the necessary purpose, audience, and genre

• understand and employ strategies for writing as a process, including: planning, drafting, revising, and editing

• work collaboratively on writing projects, using writing to organize, plan, report, and give feedback

• employ critical reading and listening strategies in academic situations and provide appropriate responses through oral, written, visual, and electronic communication

• understand and employ rhetorical concepts necessary for sound academic reasoning and argumentation

**Assignments and Evaluation:**

You will be evaluated in many activities according to the grading policy. Activities can include:

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| --- | --- | --- |
| Final Portfolio\* | Submitted at the end of the term containing all drafts and final revisions of three course essays, and a one-page reflective essay on the student’s writing process | 25% |
| Essay I: Personal Narrative\* | A 3-page, 750-word narrative/descriptive essay | 10% |
| Essay II: Analysis\* | A 5-page, 1250-word essay using a clear rhetorical mode of essay development | 20% |
| Essay III: Argument\* | A 8-page, 2000 word argumentative essay | 25% |
| Homework and/or In-class activities | This may include routine writing, group work, forum posts on Blackboard. To be decided by instructor. This work may be graded holistically or per assignment as decided by instructor. | 10% |
| Presentation | Student presentation that may include Written, Oral, Visual, and Electronic components | 10% |
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| Total | | 100% |
| \*To pass these assignments, students must affix Writing Center Visit Forms and feedback materials with final drafts. Failure to include these materials may result in deductions or even failure based upon the assignment. | | |

**Schedule:**

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|  | ***Topic(s)*** | ***Materials*** | ***Major Assignments*** |
| **Week 1** | Introduction | Critical Reading and Writing | In-class writing assignments |
| **Week 2** | Grammar and Formatting Review | Materials on Basics of English Sentences and Paragraphs | Forum writing: introductions |
| **Week 3** | Elements of Narrative; Planning | Materials on Planning; Thesis Statements; Writing Introductions and Conclusions | Forum 1; assign Essay I |
| **Week 4** | Peer Review; Revision | Materials on Drafting an Essay; Plagiarism and Cheating | Forum 2; draft due |
| **Week 5** | Academic Genres; rhetoric and rhetorical modes | Materials on Invention and Modes of Essay Development | Forum 3; personal narrative due |
| **Week 6** | Structure; analysis | Materials on Structure; Writing an Analysis | Forum 4; assign Essay II |
| **Week 7** | Academic writing; Peer Review | Materials on Basics of Citing Outside Sources | Forum 5; draft due |
| **Week 8** | Argumentation and reasoning | Materials on Reasoning; Sentence and Paragraph Transitions | Forum 6; essay 2; assign Essay III |
| **Week 9** | Giving presentations; thesis statements | Materials on Oral Presentation; Visual Rhetoric | Forum 7; essay 3: topic, outline, thesis statement |
| **Week 10** | Argument Paper Proposal Presentations | Materials on Argumentation | Forum 8; oral proposals |
| **Week 11** | Paper Proposals  Workshop thesis-claims | Materials on Supporting Claims | Forum 9; revised thesis statement and outline |
| **Week 12** | Argumentation and classical rhetoric; basics of citing outside sources and visuals | Materials on Classical Rhetoric and Writing for a Rhetorical Situation | Forum 10; argument body drafts, evidence |
| **Week 13** | Peer Review | Materials on Revising and Editing | Forum 10; Essay III draft |
| **Week 14** | Portfolio and reflective writing | Materials on Portfolio and Reflective Writing | Essay III due; assign portfolio reflective writing |
| **Week 15** | Portfolio Peer Review | Materials on Writing in the Discipline and Across Disciplines | Final Portfolio |
| **Week 16** | Final Portfolio due; student reports; wrap up discussions and feedback |  | Final Portfolio due |

Note**:** This schedule is subject to change based on the needs of the class at the instructor’s discretion.

**Student Use of Electronic Technology Policy:**

Students must use electronic technology (including cell phones, laptops, tablets, and iPads) in appropriate ways during classes. Out of respect, cell phones should generally be turned off or on silent and stored out of sight. They should not be used during classroom activities unless the instructor has given permission. Electronic devices are forbidden during quizzes, tests or other in-class graded assignments, unless the instructor has given permission.

Technology use in this class is meant to improve the learning environment for all students. Please be respectful of your instructor and classmates and use the technology appropriately.

If you have questions about what this means, please talk to your individual instructor.

**Recording:**

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly recorded in advance can be used solely for the student’s own private study.

**Make-up Policy for Missed Assignments and Tests:**

Students are responsible for the assignments in their classes. Assignments include in-class activities, quizzes, tests, homework, and any other work related to classes.

* If you are absent from class, you should try to contact one of the students in your class to find out what work was missed.
* If you cannot find out from another student about what work you have missed, when you return to class you must talk to your instructors about the missed work and if/when you can make up the work. You are responsible for talking to your teacher; your teacher is not responsible for reminding you about missed work.
* If you are absent from class on the due date of an assignment, you must hand in the assignment and be prepared to make up tests the day that you return to class or on a date decided with your teacher.
* If you know you will be absent, talk to your teacher before you leave or email your teacher to find out about the work that you will miss while you are away.
* If you have not been absent from class and you want to hand in an assignment late, you must first discuss the reason with your teacher before or on the due date. Do not assume that your teacher will accept late assignments. Also, you will lose points for late work in this situation.
* If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you will receive a “0” for that assignment.

**SCUPI Honor Code:**

Students in this course must follow the SCUPI Honor Code. This includes:

* must not get help from anyone to do his/her work without the teacher’s permission.
* must not get help from any outside sources to do his/her work without the teacher’s permission.
* must not copy the words of another and present those words as his/her own work.

Participating in these activities can result in an F. Turning in work that is not your own can result in an F.

Writing Center Policy: first instance will result in failure in assignment with option of re-write; second instance will result in failure of assignment and meeting with Writing Center director; third instance will result in failure in the course and referral to university officials for Honor Code violation.

**Participation:**

Active participation is crucial for language learning. Participating in class makes you an engaged learner of English. In this class, participation means:

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| * arriving to class on time | * attending class regularly |
| * staying on task (including appropriate use of technology) | * completing all homework on time |
| * actively listening to your classmates and teacher when they speak in class | * actively and constructively participating in class activities |
| * asking questions | * being prepared to answer questions |
| * bringing all class materials | * using only English in class |