

ENGCMP152: Expository, Analytical, and Argumentative Writing

Course Syllabus

Course Information

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Office hours: Thursdays, 4:30-5:30, and by appointment on Fridays.

Required Texts

Diana Hacker, Nancy Sommers, *A Writer's Reference*
Bedford/St. Martin's; Ninth edition, 2018

George Orwell, *Animal Farm*

Course readings prepared by instructor

Description

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.

We will also focus on outlining and editing, and students will peer-review each other's papers.

One of the themes of this semester will involve journalism, reporting, and personal research. We will discuss how to interview people and gather information, as these are skills that are applicable to many different jobs and situations.

In previous semesters, each student developed a research project off-campus. Students chose places where they went to observe and interview people, and then they wrote papers about it. This was the second of the three major assignments for the term. We hope that the pandemic policies allow us to pursue off-campus projects by that point in the semester, but if not, we will do the observation and interview projects on campus.

This semester, you will have a writing tutorial (ENGCMP152A) that is part of your English studies. For successful completion of the tutorial this semester, you need to attend 10 appointments at the Writing Center. You can make these appointments here: https://writing.scupi.cn/?page_id=19

Try to make your appointments early so that you can fulfill the visit requirement before the end of the term. In the past, there have occasionally been problems because too many students wait until the very end of term to make their appointments.

During your Writing Center sessions you may discuss any part of the writing process, not just feedback on a specific paper.

At the end of each Writing Session visit, please fill out a feedback form:

<https://www.wjx.cn/vj/wCik2UM.aspx>

Critical and close reading is fundamental for improvement as a writer. As part of the class, we will study previously published essays, articles, and other writing samples. This will involve careful, close reading—our goal is to think about the decisions that the writer made, and the strategies that he or she is employing.

Schedule

It's important to check Blackboard regularly. I will post readings and assignments on Blackboard, and you will post your papers there as well. I will also respond to your papers on Blackboard. When you post papers to Blackboard, please make sure that they are Word documents, not PDFs or other forms. I will respond to your papers using the Word "comment" feature—in order to see my comments, you will go to "View" and then "Markup."

If anything is confusing or unclear, please email me. I know that many students check email less frequently because so much of communication is on WeChat. But please understand that I prefer to use email, because it is easier for me to keep track of communications on my computer rather than on my phone. So please check your email throughout the semester, and it's best to use email if you want to communicate with me directly. (I have also included my WeChat information if you need to send a quick message or question.)

It's not possible to give a detailed schedule at this point, but this will be the general plan for the major assignments:

Personal Essay: assigned Week 2 (March 18), first draft due Week 5 (April 8), final draft due Week 7 (April 22). (Please note that these are the dates when we have class. Often the assignment will be to post the papers to Blackboard two or three days before that week's class.)

Observation and Analysis Essay: assigned Week 6 (April 15), first draft due Week 9 (May 6), final draft due Week 11 (May 20).

Argumentative Essay: assigned Week 10 (May 13), first draft due Week 13 (June 3), final draft due Week 15 (June 17).

Please note that this schedule is likely to be adjusted over the course of the semester.

It's important to keep all of the essays. When Word files are returned to you with a grade, make sure that you keep them in your computer. There is a Portfolio due at the end of the semester, and for that Portfolio you will have an opportunity to improve those three essays one last time. The Portfolio will also include various smaller assignments that we will do throughout the semester.

Student Use of Electronic Technology Policy:

Students may use technology in appropriate ways during classes. But out of respect, please turn off cell phones, or keep them on silent, and they should be kept out of sight.

Also, students should not post material from the class on social media or other public forums.

Recording:

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

Absences

Students are responsible for all assignments, including in-class writing exercises. If you are absent, you should try to contact one of your fellow students to find out what work was missed. It is your responsibility to make up the work.

If you know that you will be absent, talk to your teacher beforehand in order to find out the work that you will miss while you are away.

Repeated absences will be reflected in the participation component of the grade.

Use of Machine Translation and Other Online Writing and Language Tools:

While students are encouraged to use dictionaries and other language resources, they should not rely on machine translators for large sections of text. Papers must be written in English. Any paper that is written in Chinese and then processed through an online translator will be considered unacceptable.

If the instructor believes that a paper was written using machine translation, the instructor reserves the right to ask the student to re-write (potentially with a different topic), or give an alternative assignment, which may include a timed-writing essay assignment. Until the re-write is submitted, the student will have an F for the assignment.

SCUPI Honor Code:

Students in the 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.

Participation:

Active participation is critical to the class. This includes:

- arriving to class on time, and attending class regularly
- bringing class materials
- reading the assignments carefully and thoughtfully
- participating in class discussions
- providing useful comments and suggestions to your fellow students in peer review sessions
- completing all assignments on time

Assignments and Evaluation:

Final Portfolio — 25%

The portfolio will be submitted at the end of the term, and it will contain all drafts and final revisions of the three major course essays, and a one-page reflective essay about what the student learned through his or her off-campus research.

Essay I: Personal essay —10%

A narrative/descriptive essay of at least 1,000 words

Essay II: Analysis essay —20%

An observational and analytical essay, researched in the larger Chengdu community, of at least 1,250 words.

Essay III: Argumentative essay —25%

An argumentative essay that expands on the research and material from Essay II. This paper will be at least 1,500 words.

Homework and/or in-class writing —10%

This component will consist of writings done either in class or outside of class. This work will be graded holistically, at the end of term.

Class participation —10%

This will include participation in classes and also effort made in peer-reviewing classmates' papers.

I will often use examples of student work in class, to help us learn how to improve papers. And students will often read each other's work as part of the peer-review process. It is important to be respectful of each other.

If you write something that you would prefer not to be shared with the class, that is completely fine. Just contact me by email and explain that this is your preference, and I will find a different way for you to submit the paper, and I won't use it in class.

If assignments are to be graded, I will return them to you via email, rather than on Blackboard.