

# ENGCMP152: Expository, Analytical, and Argumentative Writing

## Course Syllabus

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### Course Information

Credit hours: 3	Instructor: Professor Yumei Li
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	Office: Zone 3, 317B
	Tel: 28-6259-6919 (Extension No. 364)
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	Office hours: Tu 13:00-17:00 W 8:30-11:30
	By appointment
Room: 4-201	Prerequisites: None
	<i>Placement: A placement test will determine each student's section level for this course and its tutorial</i>

### Required Text:

*Course Pack* prepared by instructor  
Diana Hacker, Nancy Sommers, *A Writer's Reference*  
Bedford/St. Martin's; Eighth edition (July 11, 2016)

### 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 to achieve academic, professional, and personal goals.

Students taking ENGCMP152 are required to take the Speaking and Listening lab, ENGCMP140. You are also required to make **at least seven visits** to the Writing Center to discuss your writing assignments and / or your drafts with the consultants. We are going to distribute these seven visits to each major assignment. In addition, you will **attend three workshops** on specific topics in writing hosted by our English faculty. The Writing Center is an important platform for you to improve your critical thinking skills and writing proficiency.

We have three major papers for this semester: a narrative, an analysis, and an argumentative paper. For each paper, you will turn in a draft and then a final version, and each version will count towards your final grades. Therefore, the editing is very important and you will receive feedback from me, your peers, and the writing consultants.

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. You will need to turn in all your drafts and final versions of your papers for the Portfolio assignment. You also need to turn in all your Writing Center Visit Forms signed by the consultants. **Do not throw anything away.**

### 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:

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 (One visit to the writing center)	25%
Essay I: Personal Narrative*	A 3-page, 750-word narrative/descriptive essay (Two visits to the writing center)	10%
Essay II: Analysis*	A 5-page, 1250-word essay using a clear rhetorical mode of essay development (Two visits to the writing center)	20%
Essay III: Argument*	A 8-page, 2000 word argumentative essay (Two visits to the writing center)	25%
Participation in class activities	This may include in-class short writings, group work, and in-class discussions. This will be graded holistically.	10%
Presentation	Each student is supposed to give two in-class presentations, which may include Written, Oral, Visual, and Electronic components.	10%
<b>Total</b>		<b>100%</b>
*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.		

**Tentative Schedule:**

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

	<b><i>Topic(s)</i></b>	<b><i>Materials</i></b>	<b><i>Major Assignments</i></b>
<b>Week 1</b>	Introduction to the course; Why do we write?	Syllabus;	In-class writing assignments: Self-introductions
<b>Week 2</b>	Elements of Narrative	<i>A Writer's Reference</i> C3-h: How to write a literacy narrative; sample writing (pp. 31-34)	Assign Essay I Develop writing ideas
<b>Week 3</b>	Thesis statement; Drafting	<i>A Writer's Reference</i> C1-c: Drafting and revising a working thesis statement (p.3) C2: Drafting (P.13)	Writing outlines; drafting a thesis statement
<b>Week 4</b>	Peer Review; Grammar and Formatting; Punctuation	C3: Reviewing, revising, and editing (pp.19-31) C5: Writing paragraphs (pp. 42-53) MLA-5: Manuscript format; sample research paper (pp.424-426) P: Punctuation and Mechanics (pp. 259-300)	Essay I draft due
<b>Week 5</b>	Academic Reading and writing	A1: Reading and writing critically (pp. 57-69)	Assign Essay II analysis; Developing writing ideas
<b>Week 6</b>	Structure; analysis	Materials on Structure; Writing an Analysis C5-c: Choose a suitable pattern of organization	Essay I due; Drafting essay II outlines
<b>Week 7</b>	Researching; Peer Review	Materials on Basics of Citing Outside Sources; Evaluating sources MLA-2: Citing sources; avoiding plagiarism (pp.369-271) MLA-4: Documenting sources (pp.383-423)	Essay 2 draft due;
<b>Week 8</b>	Giving presentations	A5: Speaking confidently (pp. 101-105)	Essay II presentation
<b>Week 9</b>	Argumentation and reasoning	Materials on Argumentation A3: Reading arguments (pp.78-86) A4: Writing arguments (pp.87-100)	Essay 2 due; Assign Essay III; developing ideas
<b>Week 10</b>	Workshop thesis-claims	Materials on Supporting Claims	Revised thesis statement and outline
<b>Week 11</b>	Argumentation and classical	Materials on Classical Rhetoric and Writing for a Rhetorical Situation;	Argument body drafts, evidence Essay III draft

	rhetoric; Peer Review	Materials on Revising and Editing	
<b>Week 12</b>	Giving presentations		Essay III presentation;
<b>Week 13</b>	Portfolio and reflective writing	Materials on Portfolio and Reflective Writing	Assign portfolio reflective writing Essay III due
<b>Week 14</b>	Review of major assignments	Materials on English writing from a local to global level	
<b>Week 15</b>	Portfolio Peer Review	Materials on Writing in the Discipline and Across Disciplines	Final Portfolio
<b>Week 16</b>	Wrap up discussions and feedback		Final Portfolio due

### **Attendance Policy**

After two unexcused absences students will lose 3 points or half a letter grade from their final grade. Students with more than five absences will fail the course.

### **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 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 may lose points for late work based on teacher discretion.

- If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you may receive a “0” for that assignment.

### **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 an 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.

### **Use of non-English sources**

[Policy suggestions: the idea here, is to emphasize that non-English sources need to be cited and the translations of source materials have to be treated as quoted material]

All non-English sources must be cited. The translation of non-English sources is equivalent to quoting. When using Chinese sources, use quotation marks to directly quote the sources and include the original source in brackets. For example,

Wang Chao in describing nanocarriers says, “Interaction between nanomaterials and organisms, especially Interaction between the Immunological Effect of Nanomaterials and the Immune System in vivo further clarification is needed to optimize the shape, physicochemical properties, size and surface of nanocarriers” [纳米材料与生物机体内的相互作用，特别是纳米材料本身的免疫学效应与体内免疫系统的相互作用需要进一步阐明，优化纳米载体的形状、大小、表面、理化性质等。] (Wang 96).

### **Policy on Graduating Seniors Course Requirements During the Spring Semester of Their Senior Year**

Seniors taking HSS courses during the spring semester will have to complete course assignments by week 14. The instructor will provide an alternative final project/exam for graduating seniors that will be due by week 14. If a senior does not submit all work, fails assignments, or does not attend class regularly, the student may not graduate, and will have to retake the course in its entirety in a later semester in order to graduate.

### **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:

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

**Student Responsibility**

This syllabus is a contract between you and the instructor. It is the first place you should look for answers to your questions about course requirements, expectations, and policies. By enrolling in this course, you are agreeing to adhere to the requirements, expectations and policies outlined in this syllabus, including sections on the SCUPI Honor Code. Students who fail to submit their work on time or miss more than 5 classes could receive a failing grade and may not graduate.