

# ENGCOMP152 Section 9: Expository, Analytical, and Argumentative Writing Course Syllabus

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## Course Information

Credit hours: 3	Instructor: Yoo Young Ahn, PhD Email: <a href="mailto:yooyoung.ahn@scupi.cn">yooyoung.ahn@scupi.cn</a> Office: Zone 3, 317B Tel (Main Office): Office hours: Mon & Tue 10:15 - 11:55 am; 16:45 - 17:30 pm Wed 13:50 - 16:30 pm (all by appointment)
Room: 4-203 Time: Thu 13:50-15:30 pm	Prerequisites: None <i>Placement: A placement test will determine each student's section level for this course and its tutorial</i>

## Required Text:

Diana Hacker, and Nancy Sommers, *A Writer's Reference (8<sup>th</sup> ed)*. Bedford/St. Martin's, 2016.

## Course Description

ENGCOMP 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.

Students enrolled in ENGCOMP152 will also be enrolled in ENGCOMP152A that is administered by the Writing Center to provide weekly reading, writing and ESL language support, depending on student needs.

PLACEMENT IN ENGCOMP152: 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 ENGCOMP150.

## Student Learning Outcomes

With successful completion of this course, students will:

- produce narrative, analytical, and argumentative 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 include:

Essay I: Personal Narrative (Due Week 5)	A 4-page, 1000-word narrative/descriptive essay (2 Writing Center visits required*)	10%
Essay II: Analysis (Due Week 8)	A 5-page, 1250-word essay using a clear rhetorical mode of essay development (2 Writing Center visits)	20%
Essay III: Argument (Due Week 13)	A 6-page, 1500-word argumentative essay (3 Writing Center visits)	25%
Presentations	<p>There will be three presentations that students will practice public speaking in English: team presentation, debate, and argument paper presentation.</p> <ol style="list-style-type: none"> <li>1. Three or four students work together to present a chosen topic about writing (see below for topics). Presentation must show thorough preparation and collaboration between students, creating an interactive learning environment. Each student must show their contribution to the presentation. Students will receive different grades based on their performance. (see below for available dates)</li> <li>2. As part of understanding the third essay on argument, students will complete in-class debate in groups. In addition to effective English speaking, this will draw students' attention to preparing supporting materials for their position. (Week 10)</li> <li>3. 10 min individual presentation about student's argument paper that may include written, oral, visual, and electronic components. (Weeks 11 &amp; 12)</li> </ol>	15%
Homework and Class Participation	This includes routine writing, in-class writing activities, class participation, small quizzes, and forum posts on Blackboard. This work may be graded holistically throughout the semester.	10%
Final Portfolio (Due Week 16)	Submitted at the end of the term containing all drafts and final revisions of three course essays, proofs of Writing Center visits, and a one-page reflective essay on the student's writing process.	20%
Total		100%
*To pass these assignments, students must affix <u>Writing Center Visit Verification Forms</u> and feedback materials with final drafts. Failure to include these materials will result in deductions (5% per each missing visit) or even failure based upon the assignment.		

**Formatting:** In academic writing, it is important to follow suggested style guide. Try to make yourself familiar to MLA style over the semester, for example using standard size document (US letter size 8.5 x 11 inch), double space the text, and use a font consistently (Times New Roman recommended) at 12-point font size throughout the document. Margins should be at 1 inch on all four sides.

To learn more about the general MLA format, visit Purdue's Online Writing Lab [HERE](#).

**Electronic assignment submission through Blackboard:** All assignments should be submitted electronically through Blackboard Assignment tab. You may be required to submit hard copies in class as well.

**A failure of sharing required drafts and submitting assignments late:**

Drafting is a critical part of writing. For that reason, you are required to submit drafts of some major assignments in this class (as indicated on the schedule below and assignment sheets). The drafts will be used for peer-review with your classmates to improve your final assignments.

***Due dates for each assignment may vary. You must check deadlines for drafts and final versions carefully.***

**Failure to bring and submit the required rough drafts on the days they are due will result in a 10% penalty (that is, one letter grade) on the final assignment.**

**Late submission will be penalized 10% for every calendar day that an assignment is late.**

**Writing Center Consultations:** In addition to the required WC visits, students are encouraged to consult the Writing Center at any stage of the writing process. Note that the Writing Center does NOT proofread your drafts; rather, consultations will assist you in developing your ideas and skills in written communication, from brainstorming, refining your research question and thesis statement, and improving your logic/flow/cohesion of your writing. You can walk in or schedule appointments through their online booking system (click [HERE](#) to learn how to make an appointment).

**Schedule** (subject to change according to the instructor's discretion)

	<b>Topic(s)</b>	<b>Materials/Reading</b>	<b>Major Assignments</b> (* indicates due dates)
<b>Week 1</b> Sept 13	Introduction	Critical Reading and Writing; A writer's reference (AWR) A1-2	Assign Essay I; brainstorm for narrative essay; schedule WC visits; sign up for team presentations
<b>Week 2</b> Sept 20	Grammar and formatting (MLA)	Basic MLA formatting (AWR M1-5); Materials on Planning and Drafting an Essay (AWR C1- 3, C5)	In-class writing; bring an outline for essay I and one paragraph
<b>Week 3</b> Sept 27	Elements of Narrative writing; Peer Review	Thesis Statements (AWR C1- c); Common language problems (AWR G1-3, M1, B2); Materials on Basics of English Sentences and Paragraphs (AWR M3)	*Essay I draft due BEFORE class by 1 pm
<b>Week 4</b> Oct 4 (National Holiday)	Academic Genres; rhetoric and rhetorical modes; <b>Student presentation</b> <b>1 about thesis</b> <b>statement</b>	Materials on Invention and Modes of Essay Development (AWR A3, A6, R1); Articles (AWR M2)	*Essay I due; feedback review
<b>Week 5</b> Oct 11	Analysis paper structure;	Materials on Structure; Writing an Analysis;	Reflection on peer review and feedback;

		AWR C1, C2, C6, A1; Analyze sample papers as groups	Assign and plan Essay II; Analyze sample essays (in class)
<b>Week 6</b> Oct 18	Finding and using sources; Student presentation 2 about MLA formatting, citation, & paraphrasing	Materials on Citation and Using Sources; paraphrasing; AWR MLA-2, MLA-5, M6	Find and cite sources for analysis paper; Post the first three paragraphs on BB - Discussion
<b>Week 7</b> Oct 25	Peer Review; revision [Possibly student presentation]		*Essay II draft due BEFORE class
<b>Week 8</b> Nov 1	Revising drafts; Student presentation 3 about revising	Sentence and Paragraph Transitions; Using conjunctions Revising and Editing A writer's reference C3	*Essay II due
<b>Week 9</b> Nov 8	Student presentation 4 about argumentation; Prepare for debate	Materials on Argumentation, Debate, Oral Presentation; A writer's reference A5, MLA-1	Assign Essay III: topic, outline, and thesis statement; Prepare for debate
<b>Week 10</b> Nov 15	Argumentation and reasoning; Student presentation 5 about paraphrasing (and plagiarism); In-class debates	Materials on Plagiarism and Cheating A writer's reference R1-R3 A writer's reference MLA-2-4, A2	Prepare for proposal presentations
<b>Week 11</b> Nov 22	Argument Paper Proposal Presentations	Student presentation	*Submit presentation materials BEFORE class; *Submit three paragraphs of your argument essay
<b>Week 12</b> Nov 29	Argument paper presentation continued; Peer Review	Student presentation	*Essay III draft due BEFORE class
<b>Week 13</b> Dec 6	Revising introduction and conclusion	Materials on writing introduction and conclusion; A writer's reference A3, A4  In-class revising (narrative, analysis, and/or argument introductions and conclusions)	
<b>Week 14</b> Dec 13	Revising essays	Materials on reflective writing (AWR C4); language issues; In-class revising (analysis)	*Essay III due; Assign portfolio reflective writing
<b>Week 15</b> Dec 20	Portfolio and reflective writing	In-class revising cont'd (argument)	
<b>Week 16</b> Dec 27	Wrap up discussions and feedback	Materials on Writing in the Discipline and Across Disciplines	*Final Portfolio due

### Attendance Policy

Students who miss more than two classes without an excuse will be deducted half of a letter grade

for each additional absence (5 points out of a hundred from your final class average). Arriving late, leaving class during the lecture, or leaving the class early without an appropriate excuse will be recorded—missing class three times in any of these manners will be counted as one absence.

**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, talk to your 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 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.

**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**

All non-English sources must be cited in your writing. 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).

### **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

**Tardiness** will be penalized at my discretion. Frequent tardiness or lateness that causes you to miss a large portion of a class meeting may count against your total absences.

### **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.