ENGCMP152:
Expository, Analytical, and Argumentative Writing

Course Syllabus

Course Information

Credit hours: 3
Room: Zone 4-201

Instructor: John Rhym
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Office: Zone 3-317(B)

Prerequisites: None

Required Text
Diana Hacker, Nancy Sommers, *A Writer's Reference*, Bedford/St. Martin's; Eighth edition (July 11, 2016) [denoted as WR in the schedule]

Course 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. 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 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.

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
Below is a breakdown of the course's assignments and grading scale. **There will be a detailed prompt for each essay and writing assignment with instructions about content, format, and submission procedures**. Unless discussed with me previously, late assignments will not be accepted, and the failure to complete your work will result in a failing grade.

Each **unexcused** absence will bear a penalty of a third of a letter grade (e.g., from a B to a B- or from a B- to a C+). More than three unexcused absences will result in a failing grade for the semester. If you are feeling unwell or need to miss a class, inform the instructor ahead of time by way of email.

Essay I: Analysis*	A 4-page, 1,000-word essay using a clear rhetorical mode of essay development (Two visits required to the writing center)	30%
Essay II: Argument*	A 6-page, 1,500-word argumentative essay (Two visits required to the writing center)	40%
Participation in class activities	This will include in-class short writings, Blackboard forums, group work, and in-class discussions. This will be graded holistically.	20%
Reflective Essay	A 2-page, 500-word reflective essay	5%
Presentation	Each student will give one final in-class presentation, which may include Written, Oral, Visual, and Electronic components.	5%
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
Note**:** This schedule is subject to change based on changes to university policy and/or the needs of the class at the instructor's discretion

	TOPICS	*ASSIGNMENTS DUE*
Module 1: Week of Sept. 12	Introduction and Syllabus Review	

Module 2: Week of Sept. 19	Basic Conventions of Academic Writing; Crafting a Thesis Statement; *BB Forum #1 Prompt; Essay I Prompt*	Reading - WR, A1 ("Reading and Writing Critically") - *Looking at Movies*, Ch. 4 ("Elements of Narrative") - Mays, Excerpt ("Theme")
Module 3: Week of Sept. 26	Providing Analytical Support I; *BB Forum #2 Prompt*	Reading - Corrigan, 54-85 Writing - **BB Forum #1**
Module 4: Week of Oct. 3	NO CLASS: National Day Holiday	
Module 5: Week of Oct. 10	Providing Analytical Support II; *BB Forum #3 Prompt*	Writing - **BB Forum #2**
Module 6: Week of Oct. 17	Organizing and Formatting Essays	Reading - WR, C2 ("Drafting) - WR, C5 ("Writing Paragraphs") - WR, MLA-5 ("Manuscript Format") - WR, P ("Punctuation and Mechanics") Writing - **BB Forum #3**
Module 7: Week of Oct. 24	Peer Review; Essay I Workshop	**ESSAY I: FIRST DRAFT DUE**
Module 8: Week of Oct. 31	Essay I Workshop	Reading - WR, C3 ("Reviewing, Revising, and Editing")
Module 9: Week of Nov. 7	The Argumentative Essay: Basic Features; *Essay II Prompt*	**ESSAY I: REVISED DRAFT DUE**
Module 10: Week of Nov. 14	Evaluating Source Reliability; Critically Engaging with Source Content; *BB Forum #4 Prompt*	Reading - WR, R3 ("Evaluating Sources") - WR, A3 ("Reading Arguments")

Module 11: Week of Nov. 21	Workshop: Argumentation and Supporting Claims with Evidence; *BB Forum #5 Prompt*	Writing - **BB Forum #4**
Module 12: Week of Nov. 28	Incorporating Sources: In-Text and Bibliographic Citations	Reading - WR, MLA-2 ("Citing Sources") - WR, MLA-3 ("Integrating Sources") - WR, MLA-4 ("Documenting Sources") Writing - **BB Forum #5**
Module 13: Week of Dec. 5	Peer Review; Essay II Workshop; *Presentation Prompt and Guidelines*	**ESSAY II: FIRST DRAFT DUE**
Module 14: Week of Dec. 12	Presentation	Reading - WR, A5 ("Speaking Confidently"
Module 15: Week of Dec. 19	Presentation	
Module 16: Week of Dec. 26	Presentation; Reflective Essay; Course Conclusion	**ESSAY II: REVISED DRAFT DUE**

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).

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.