

TOPIC BOOK

ENGCMP152

Expository, Analytical, and Argumentative Writing

Course Information

Credit hours: 3

Instructor: Professor Robyn Najar
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Office hours:
Wednesdays 12noon – 1:30pm; 4:30pm-6:00pm
Thursdays 12noon – 1:30pm; 4:30pm-6:00pm
Fridays 12noon – 3:30pm

and 30 mins before your class time; and any other time by appointment.

Room: see your schedule Prerequisites: none

In addition to weekly scheduled classes, all students are encouraged to attend the seminars presented by the Writing Center.

Required Text

Hacker, D., & Sommers, N. (2015). *A writer's reference* (9th ed.). Boston MA: Bedford/St. Martin's. **(WR)**

Recommended Text

Najar, R., & Riley, L. (2013). *Developing academic writing skills* (2nd ed.). Tokyo: Macmillian Languagehouse Ltd. **(DAWS)**

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 ENGCOMP152 will also be enrolled in Tutorial ENGCOMP152A 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 be able to:

1. Produce argumentative, analytical, and reflective writing with appropriate tone, style, content, organization, format, and diction that match the necessary purpose, audience, and genre
2. Understand and employ strategies for writing as a process, including: planning, drafting, revising, and editing
3. Work collaboratively on writing projects, using writing to organize, plan, report, and give feedback
4. Employ critical reading and listening strategies in academic situations and provide appropriate responses through oral, written, visual, and electronic communication
5. 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:

ASSIGNMENT 1 Annotated Bibliography with References page	3 English sources + 1 Chinese; 100 words for each annotation. (Minimum one visit to the writing center)	15%
ASSIGNMENT 2 Formal Outline for Argument essay	Title; research question; 3 levels of information; introduction & conclusion; transition sentences	15%
ASSIGNMENT 3 Argument Essay	2000-word argument essay (Minimum two visits to the writing center)	40%
ASSIGNMENT 4 Poster Presentation	Each student will give one in-class poster presentation, which will include written, oral, and visual components.	10%
ASSIGNMENT 5 Participation in class activities and routine writing	This will include homework, in-class short writings, Blackboard (BB) forums, group work, and in-class discussions. This will be graded holistically.	20%
Total		100%

SYLLABUS

Subject to change at professor's discretion

Remember to ALWAYS bring your laptop/tablet/iPad to class charged and ready to use.

Lesson		Due dates
<p style="text-align: center;">1</p> <p>BB Information: TOPIC BOOK</p> <p>BB Information: TEXTBOOK DAWS (Developing Academic Writing Skills)</p>	<p><u>Lecture:</u> Topic information and assessment methods</p> <p>Unit 1 Model Research Papers</p> <ul style="list-style-type: none"> • Overview of parts of research paper • Practice 1, p. 10 • Practice 2, p. 12 • Practice 3, p. 13 	
<p style="text-align: center;">HW DAWS</p>	<p>Read</p> <ul style="list-style-type: none"> • Unit 2 Selecting and Narrowing Topic 	
<p style="text-align: center;">2</p> <p>BB Information: TEXTBOOK DAWS (Developing Academic Writing Skills)</p>	<p><u>Lecture:</u></p> <p>Unit 2 Selecting and Narrowing Topic</p> <ul style="list-style-type: none"> • Overview of selecting a topic • Practice 1, p. 15 • Overview of topic selection strategies (brainstorming, trees, mind maps) <p><u>Tutorial:</u></p> <ul style="list-style-type: none"> • Quiz Units 1 and 2 • Practice 2, p. 17 • Practice 3, p. 18 • Practice 4, p. 18 • Begin Apply 1-7; p. 19 	

<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply 1-7, p.19 • Checklist, p. 20 <p>Read</p> <ul style="list-style-type: none"> • Unit 3 Resources: Searching and Recording 	
<p>3 Review</p> <p>BB Information: TEXTBOOK DAWS (Developing Academic Writing Skills)</p>	<p><u>Lecture:</u> Review of Units 2</p> <p>Unit 3 Resources: Searching & Recording</p> <ul style="list-style-type: none"> • Overview of searching for and evaluating sources • APA referencing system <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 3 • Practice 1, p. 23 • Practice 2, p. 24 • Practice 3, p. 25 • Apply 1-5, p. 26 	
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Practice 1, p. 23 • Practice 2, p. 24 • Practice 3, p. 25 • Apply 1-5, p. 26 • Checklist, p. 27 <p>Read</p> <ul style="list-style-type: none"> • Unit 4 Taking Notes 	
<p>4 Review</p>	<p><u>Lecture:</u> Review of Unit 3</p> <p>Unit 4 Taking Notes</p> <ul style="list-style-type: none"> • Importance of taking notes 	

<p>BB Information: TEXTBOOK DAWS (Developing Academic Writing Skills)</p>	<ul style="list-style-type: none"> • Introduction to brief notes, quotation, paraphrasing, summarising • Using symbols <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 4 • Finish Practice, p. 31 • Begin Assessment Task 1 	
<p>HW DAWS</p>	<p>Complete <i>Assessment Task 1</i></p> <ul style="list-style-type: none"> • Unit 4: Apply, p. 33 • Unit 4: Checklist, p. 33 <p>Read</p> <ul style="list-style-type: none"> • Unit 5 Plagiarism 	
<p>5 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 4</p> <p>Unit 5 Plagiarism</p> <ul style="list-style-type: none"> • What constitutes plagiarism • Avoiding plagiarism • Practice 1, p. 37 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Units 5 • Practice 2, p. 38 • Apply 1-8, p 38 • Checklist, p. 39 	

<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> Apply 1-8, p. 38 <p>Read</p> <ul style="list-style-type: none"> Unit 6 In-text citation 	
<p>6 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 5</p> <p>Unit 6 In-text Citation</p> <ul style="list-style-type: none"> When to cite Format of citations Practice, p. 44 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> Quiz Unit 6 Practice 2 Begin Apply 1-5. p 46 	<p>ASSIGNMENT 1: ANNOTATED BIBLIOGRAPHY</p>
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> Apply 1-5, p. 46 ASSIGNMENT 1: ANNOTATED BIBLIOGRAPHY <p>Read</p> <ul style="list-style-type: none"> Unit 7 Planning and Writing an Outline 	
<p>7 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 6</p> <p>Unit 7 Planning and Writing an Outline</p> <p>What is an outline</p> <ul style="list-style-type: none"> Practice 1, p. 49 <p>Ways of writing outlines</p> <ul style="list-style-type: none"> Practice 2, p. 51 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> Quiz Unit 7 Apply 1-9, p. 52 	

<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply 1-9, p. 52 <p>Read</p> <ul style="list-style-type: none"> • Unit 8 	
<p>8 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 7</p> <p>Unit 8 Levels of Information</p> <ul style="list-style-type: none"> • Relationship between title, thesis statement, main idea, supporting idea • Practice 1, p. 56 • Practice 2, p. 57 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 8 • Apply 1-5, p. 58 	
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply 1-9, p. 52 • Apply 1-5, p. 58 <p>Read</p> <ul style="list-style-type: none"> • Unit 9 	

<p>9 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 8</p> <p>Unit 9 Topic Sentences & Paragraphs</p> <ul style="list-style-type: none"> • Parts of a paragraph • The topic sentences • Practice 1, p. 61 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 9 • Practice 2, p. 61 • Practice 3, p. 62 • Begin Apply 1-7, p. 64 	
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Unit 9 Apply 1-7, p. 64 <p>Read</p> <ul style="list-style-type: none"> • Unit 10 	
<p>10 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 9</p> <p>Unit 10 Developing Supporting Ideas & Details</p> <ul style="list-style-type: none"> • Body of a paragraph • Types of supporting ideas and details • Connecting paragraphs • Practice, p. 68 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Units 10 • Apply 1-9, p. 69 	<p>ASSIGNMENT 2: Formal Outline</p>

<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> Unit 10 Apply 1-9, p. 69 <p>Read</p> <ul style="list-style-type: none"> Unit 11 	
<p>11 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 10</p> <p>Unit 11 Introductions Conclusions</p> <ul style="list-style-type: none"> Practice 1, p. 73 Practice 2, p. 73 Practice 3, p. 75 Practice 4, p. 76 Practice 5, p. 76 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> Quiz Units 11 Apply 1-6, p. 77 	
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> Unit 11 Apply 1-6, p. 77 Checklist, p. 77 <p>Read</p> <ul style="list-style-type: none"> Unit 15 Oral Presentations 	
<p>12 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 11</p> <p>Unit 15 Oral Presentations</p> <ul style="list-style-type: none"> Apply, p. 96 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> Apply, p. 96 	

<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply, p. 96 • Checklist, p. 97 • Bring outline for Oral presentation to class • Bring draft of researched paper to class <p>Read</p> <ul style="list-style-type: none"> • Unit 14 	
<p>13 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 12</p> <p>Unit 15 Oral Presentations</p> <ul style="list-style-type: none"> • Apply, p. 96 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Begin Apply 3, p. 96 	<p>ASSIGNMENT 4: Poster Presentation</p>
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply, p. 96 • Bring outline for Oral presentation to class • Bring draft of researched paper to class <p>Read</p> <ul style="list-style-type: none"> • Unit 14 	
<p>14</p> <p>Writing Workshop</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 15 The process up to date</p> <p>Unit 14 Proofreading: Self and Peer Editing</p> <ul style="list-style-type: none"> • Overview of editing • Editing and proof-reading strategies 	<p>ASSIGNMENT 4: Poster Presentations</p>

	<p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 14 • Unit 14: Practice 2 (1) Peer Edit, p. 91 • Unit 14: Practice 2 (2) Peer Edit, p. 91 	
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Unit 14: Apply 1-6, p. 92 • Bring draft of researched paper to class 	
<p>15 Review</p> <p>DAWS</p>	<p><u>Lecture:</u> Review of Unit 14</p> <p>Unit 13 Abstract Writing</p> <ul style="list-style-type: none"> • What is an abstract • Features of an abstract • Phrases to use in an abstract • Practice 1, p. 86 • Practice 2, p. 87 <p><u>Tutorial:</u> Activities</p> <ul style="list-style-type: none"> • Quiz Unit 13 • Practice 3, p. 87 • Begin Apply 1-8, p. 87 	<p>ASSIGNMENT 4: Poster Presentations</p>
<p>HW DAWS</p>	<p>Complete</p> <ul style="list-style-type: none"> • Apply 1-8, p. 87 • ASSIGNMENT 3: Essay <p>Read</p> <ul style="list-style-type: none"> • Unit 14 	
<p>16 Review</p>	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Review the writing process <p>Collect ASSIGNMENT 3: Essay</p>	<p>ASSIGNMENT 3: Essay</p>

Thank you for your hard work and cooperation 😊

Attendance

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 excuse will be recorded—missing class three times in any of these manners will be counted as one absence. More than three absences will result in a FAIL for the course. All absences require an official note from the doctor or the office with a red stamp. Please let your professor know ahead of time via WeChat or email.

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, mobile phones should generally be on silent and stored in your bags. 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 instructor.

Recording:

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions, and/or activities without the written permission of the instructor, and any such permitted recording can only be used 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. No late work will be accepted without instructor approval; late work will receive a grade of 0 (zero).

- **Consult Blackboard (BB): CONTENT. Each lesson is posted in advance on BB with the files needed to complete the work.**
- 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.
- As a last resort, and only if you cannot access BB or find out from another student about what work you have missed, you can talk to your instructor about the missed work and if/how 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.

Academic Integrity

Academic integrity refers to various forms of academic dishonesty, including dishonesty in examinations, plagiarism, falsification of data, and giving and accepting assistance in a piece of assessed individual work. Plagiarism consists of using another person’s words or ideas as if they were your own. It can take the following forms:

- Presenting substantial extracts from books, articles, theses, other published or unpublished works and other students’ work, without clearly indicating the origin of those extracts with quotation marks and references such as footnotes.
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work.
- Quoting directly from sources and failing to insert quotation marks around the cited passages. In such a case, it is not adequate merely to acknowledge the source.
- Arranging for someone else to undertake all or part of a piece of work and presenting that work as one’s own.
- Handing in another student’s work whether or not that student has previously submitted it.

- Two or more students separately submitting the same piece of work on which they have collaborated, unless the Instructor has indicated that this procedure is acceptable for the specific piece of work in question.

Both the academia and professional communities take a very serious view of academic dishonesty.

It is the responsibility of every student to ensure they are fully aware of the relevant policies and guidelines related to academic dishonesty and particularly plagiarism. If you are in doubt about what constitutes academic dishonesty, speak up early!

Participation:

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

- cooperation
- 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
- consideration
- 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