

ENGCOMP152: Expository, Analytical, and Argumentative Writing

Course Syllabus – Section 12

Course & Instructor Information

Instructor: Dr. Mathew Evans
Email: mathew.evans@scupi.cn

Credit Hours: 3
Room: N212

Office hours:

Monday – 9:00 am to 12:00 pm
Wednesday – 12:30 pm to 4:00 pm
Thursday – 12:30 pm to 4:00 pm
Friday – 12:30 to 2:30 pm
Office: New Campus N425

Required Text

Hacker, D., & Sommers, N. (2018). *A writer's reference*. Bedford/St. Martin's (9th ed.).

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 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:

- produce argumentative, analytical, expository, and reflective 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 the instructor 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 half a letter grade (e.g., from a B to a B- or from a B- to a C+). For each part of a class period missed, a student will receive a deduction of half the point value of a full absence. More than three 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 email.

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| ASSIGNMENT 1 Problem-solution essay | A problem-solution essay of 400-500 words, using a problem given in class. | 10% |
| ASSIGNMENT 2 Argumentative essay Formal outline | A full-sentence outline, including an introduction with a clear thesis statement that is supported by three levels of information per body paragraph. | 15% |
| ASSIGNMENT 3 Argumentative essay – Final draft | A 1300-word argument essay. | 30% |
| ASSIGNMENT 4 Presentation | Each student will give one in-class presentation, which may include written, oral, and visual components. | 10% |
| ASSIGNMENT 5 Participation in class activities and routine writing | This will include in-class activities, discussions, Blackboard forums, quizzes, and any other assignments inside and outside of class. This will be graded holistically. | 35% |
| Total* | | 100% |

Schedule

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

| | <i>Topic(s)</i> | <i>Prereading Materials</i> | <i>Assignments Due</i> |
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| Lesson 1 (2/24) | Introductions Syllabus What is academic writing? | | |
| Lesson 2 (3/3) | Basic conventions of academic writing; 5-paragraph essay; the introduction | “To Test or Not to Test: Animal Testing” A3-Reading Arguments | BB Forum 1 – Problem analysis |
| Lesson 3 (3/10) | Explore your subject; Body paragraphs and TBEAR | C1-c: Drafting and revising your thesis statement “The Case for Graduated Licenses” | BB Forum 2 – Introduction |
| Lesson 4 (3/17) | Methods of development | A1: Reading and writing critically A4-h pg 95-99 | BB Forum 3 Research supports/evidence |
| Lesson 5 (3/24) | Peer edit – rough draft APA formatting | APA-5: Manuscript format | Assignment 1 – rough draft |
| Lesson 6 (3/31) | Argumentative essay | A3: Reading arguments “Should College Students Get Married?” | Assignment 1: final draft due |
| Lesson 7 (4/7) | Choosing a topic; using sources to support the argument; | A4-e: Support your claims with specific evidence | BB forum 4 |
| Lesson 8 (4/14) | Evaluating sources | APA-2: Citing sources; avoiding plagiarism Outlining | BB forum 5 |
| Lesson 9 (4/21) | Address the opposition | Materials on writing a refutation | |
| Lesson 10 (4/28) | Peer edit of outline | Review of common issues/ troubleshooting | Assignment 2: rough draft |
| Lesson 11 (5/5) | Writing mechanics | P: Punctuation and mechanics G: Grammatical sentences | Assignment 2: Formal Outline Due |
| Lesson 12 (5/12) | Documenting sources | APA-4: Documenting sources | |
| Lesson 13 (5/19) | Peer edit of argumentative essay; Enhance your argument | S: Sentence style | Assignment 3: rough draft |
| Lesson 14 (5/25) | Giving Presentations | A5: Speaking confidently Visual communication | BB forum 7 |
| Lesson 15 (6/2) | Final presentation | C3: Reviewing, revising, and editing | |
| Lesson 16 (6/9) | Final presentation | C4: Reflecting on your writing | |
| Lesson 17 (6/16) | Wrap up the course | | Assignment 3: Argumentative Essay 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

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 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 or other AI tools 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.

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.

Note: Using AI tools to generate an essay or large sections of text will result in an F.

Participating in these activities can result in an F and referral to university officials for academic integrity violations.

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 3 classes could receive a failing grade and may not graduate.