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**Sichuan University – Pittsburgh Institute**  
**English Composition 0152**  
**EARLY SPRING 2018**

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**Course Information**

Instructor: Amy Puett  
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 Tel (Main Office): 28-6259-6919  
 Writing Lab: Tuesdays/Wednesdays 12pm-2pm and Fridays 12pm-1pm

Required Text: *“They Say, I Say”* (2017) by Gerald Graff & Cathy Birkenstein.

The course is designed to improve writing skills, in conjunction with reading skills in response to academic dialogue and discourse. Opportunities to foster oral English will be incorporated into the class to encourage comprehensive and well-rounded language abilities.

**Student Learning Outcomes**

Throughout the semester, students will...

- Engage in writing as critical inquiry
- Compose essays that position your ideas among other views
- Write with precision, nuance, and awareness of textual conventions
- Revise writing to improve mechanics and overall clarity and cohesion

And must be able to...

- *Summarize* passages
- *Quote* sources in the correct format
- *Comprehend* overall meanings of both written and spoken English
- *Write* to accurately convey meaning
- *Connect* thoughts and ideas to those of others in a way that is logical and understandable

**Schedule:**

|                     | Topic/Textbook  | Assignments                            |
|---------------------|---|--|
| Week 1              | Introduction/Chapter 1<br>“They Say”                              |  |
| Week 2              | Chapter 2 – “Her Point is”<br>Summarizing                         |  |
| Week 3              | Chapter 3 – “As He Himself<br>Puts It” Quoting                    | Paragraph 1                            |
| Week 4              | Chapter 4 – “Yes/No/Okay,<br>But” Responding                      | Receptive Skills Quiz 1<br>(Listening) |
| <b>Winter Break</b> |   |  |
| Week 5              | Review and Consolidation<br>(Chapters 1-4)                        | Receptive Skills Quiz 2 (Reading)      |
| Week 6              | Chapter 5 “And yet...”  | Paragraph 2, Midterm Paper Due         |
| Week 7              | Chapter 6 “Skeptics May<br>Object” (naysayer/devil’s<br>advocate) |  |

Schedule cont.

|         | Topic/Textbook                                     | Assignments                          |
|---------|--|--------------------------------------|
| Week 8  | Chapter 7 “So What? Who Cares?” (why it matters)   | Debate                               |
| Week 9  | Chapter 8 “As a Result” (Connecting)               | Receptive Skills Quiz 3 (Listening)  |
| Week 10 | Chapter 11 “He Says Contends” (revision)           | Paragraph 3                          |
| Week 11 | Chapter 12 “I Take Your Point” (class discussions) | Receptive Skills Quiz 4 (Reading)    |
| Week 12 | Chapter 16 “The Data Suggest” (writing for STEM)   |                                      |
| Week 13 | Final Exams  | Final Paper due, Final Presentations |

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

**Evaluation and Assessment:**

**Papers: 45%**

-15% Mid-term (3-4 pages)

-30% Final (6-7 pages)

**Oral Presentations: 15% (Corresponding to papers)**

-5% Mid-term

-10% Final

**Homework: 20%**

-5% extensive reading

-5% weekly assignments

-5% extensive listening

-5% weekly journals

**Quizzes: 20%**

-10% receptive-skills quizzes (listening and reading comprehension)

-10% paragraphs

\*Each week professors will hold roughly five hours per week of writing lab, in which students can receive writing assistance and supplemental support with composition or other English language needs. Students are strongly encouraged to attend to improve productive and receptive abilities.

\*\*A portfolio will be assembled at the end of the semester with all written work, including, but not limited to, the mid-term paper, final paper, weekly journals, paragraphs, and other relevant homework assignments.

**Assignments:**

*Midterm and Final Papers:* Students will produce a research paper on the topic of STEM game changers: people, ideas and inventions that reshaped the field.

Describe the game changer, provide context, explain how it influenced the field, and suppose the implications it could have in the future. They are worth 15 and 30 percent, respectively, and fall under the “Research Papers” category.

*Oral Presentations:* Upon completion of the above papers, students will give a brief oral presentation of the information they have synthesized, analyzed, and expounded upon. Fluency, accuracy, and complexity of speech will be evaluated. These are worth five percent and ten percent, respectively, and fall under the “Oral Presentations” category.

*Extensive Listening:* Students will develop their oral competency and listening skills through consistent and intentional listening practice. A log will be kept, complete with what was watched or listened to, the duration, and a brief summary and response. Each week the log will be submitted to the instructor for a grade. These entries are worth five percent of your total grade, and fall under the “Homework” category.

*Weekly Journals:* Students will develop their written fluency through weekly timed, in-class journal entries, in response to a writing prompt. Each is responsible for purchasing a journal and bringing it to class the first week. This exercise is worth five percent of your total grade and falls under the “Homework” category.

### **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 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 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 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 “o” 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.

**Participation:**

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

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