

ENGCMP152: Section 1

Expository, Analytical, and Argumentative Writing

Course Syllabus

Course & Instructor Information

Instructor:	John Rhym, Ph.D.	Credits:	3
Email:	johnrhym@scupi.cn	Location:	Zone 4-202
Office:	Zone 3-317(B)	Time:	Mondays
Office Hours:	Tuesdays (16:30-18:00) Thursdays (12:00-18:00) & By Appointment		(15:40-18:25)

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 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: Proposal	1-2 pages (350-500 words) using a clear rhetorical mode of essay development	10%
Essay: Formal Outline	Full-sentence outline, which must include an introduction with a clear thesis statement that is supported by three levels of information per body paragraph (Minimum one visit to the writing center required)	20%
Final Essay	6-page (1,500 words) essay (Minimum two visits to the writing center required)	40%
Presentation	Each student will give one final in-class presentation, which may include Written, Oral, Visual, and Electronic components.	10%
Participation & Routine Writing	Includes in-class activities, discussions, Blackboard forums, and any other assignments that are not listed above. This will be graded holistically.	20%
Total		100%

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

	<i>TOPICS</i>	<i>ASSIGNMENTS DUE</i>
Week 1: Monday, Feb. 20	Self-Introductions; Syllabus Review; Introduction to the Writing Program’s Curriculum and Writing Center; Navigating Blackboard	
Week 2: Monday, Feb. 27	Basic Conventions of Academic Writing; Crafting an Interpretive Thesis Statement; In-Class Activity; <i>BB Forum #1 Prompt</i>	Reading - WR, A1 (“Reading and Writing Critically”)
Week 3: Monday, Mar. 6	Providing Analytical Support I; <i>BB Forum #2 Prompt</i>	Writing - BB Forum #1 (must be uploaded before class)
Week 4: Monday, Mar. 13	Providing Analytical Support II; <i>BB Forum #3 Prompt</i>	Writing - BB Forum #2 (must be uploaded before class)
Week 5: Monday, Mar. 20	Providing Analytical Support III; <i>BB Forum #4 Prompt</i>	Writing - BB Forum #3 (must be uploaded before class)
Week 6: Monday, Mar. 27	Developing the Proposal; <i>Proposal Prompt</i>	Reading - WR, C2 (“Drafting”) - WR, C5 (“Writing Paragraphs”) - WR, MLA-5 (“Manuscript Format”) - WR, P (“Punctuation and Mechanics”) Writing - BB Forum #4 (must be uploaded before class)
Week 7: Monday, Apr. 3	Peer Review; Proposal Workshop	Writing - PROPOSAL DUE (bring a printed copy to class and upload a digital copy to BB)
Week 8: Monday, Apr. 10	Writing the Essay: Introduction and Body Paragraphs (Topic Sentences and Supporting Claims); <i>Forum #5 Prompt</i>	Reading - WR, C2-a (“Drafting an Introduction”) - WR, C5 (“Writing Paragraphs”) - WR, MLA-5 (“Manuscript Format”)

		<ul style="list-style-type: none"> - WR, P (“Punctuation and Mechanics”)
Week 9: Monday, Apr. 17	Writing the Essay: Conclusion; Transitions; Structuring the Essay and Organizing Paragraphs; <i>Formal Outline Prompt</i>	Writing <ul style="list-style-type: none"> - BB Forum #5 (must be uploaded before class)
Week 10: Monday, Apr. 24	Evaluating Source Reliability; Critically Engaging with Source Content; In-Class Research Activity; In-Text and Bibliographic Citations; Developing a Formal Outline	Reading <ul style="list-style-type: none"> - WR, R3 (“Evaluating Sources”) - WR, MLA-2 (“Citing Sources”) - WR, MLA-3 (“Integrating Sources”) - WR, MLA-4 (“Documenting Sources”) - WR, C1-d (“Formal Outline”)
Week 11: Monday, May 1	HOLIDAY: NO CLASS	
Week 12: Monday, May 8	Peer Review (Outline); Outline Workshop; <i>Presentation Prompt and Guidelines</i>	Writing <ul style="list-style-type: none"> - OUTLINE DUE (bring a printed copy to class and upload a digital copy to BB)
Week 13: Monday, May 15	Presentations	Reading <ul style="list-style-type: none"> - WR, A5 (“Speaking Confidently”)
Week 14: Monday, May 22	Presentations	
Week 15: Monday, May 29	Presentations	
Module 16: Monday, June 5	Presentations	
Module 17: Monday, June 12	Course Wrap-up	Writing: <ul style="list-style-type: none"> - FINAL ESSAY DUE (upload to BB)

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

In addition to any English-language sources, all non-English sources must be cited. The translation of non-English sources is equivalent to quoting. For in-text citations of 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 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.