

# Expository, Analytical, and Argumentative Writing

3 Credit Course.

Sections: 1/4/9/15

## WELCOME!

Hello! My name is Gamil. I am your instructor for this course. I am excited to have the chance to work with you this semester. I enjoy teaching academic writing, and I am committed to making this course very valuable to you. We will learn how to reflect on the processes of reading, thinking, and writing. Please think of any other specific personal learning goals, and let me tailor this course to satisfy them.



### Instructor:

Gamil Alamrani

gamil.alamrani@scupi.cn  
(preferred)

28-6259-  
6919

Zone 3  
R:  
320A

Tues: 8.30 am-1.30 pm  
Fri/Wed: 11-1.30 pm  
Thurs. 10-12 noon  
Available on Mon. by appointment

## Student Learning Outcomes

Students completing this course will learn how to:

- Produce argumentative, analytical, expository, and reflective writing with appropriate tone, style, content, organization, format, and diction that match the intended 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

## Required Textbooks

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

## Course Description

ENGCMP 152 prepares students 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 to serve as a mode of communication, persuasion, and problem-solving, developing their analytical and argumentative skills to achieve academic, professional, and personal goals. The course will allow students to identify their writing processes, work collaboratively, and 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.

## Important Note

Students enrolled in ENGCMP152 will be enrolled in **Tutorial ENGCMP152A** which is administered by the Writing Center to provide weekly reading, writing, and ESL language support, depending on student needs.

# Course Schedule (Tentative to class needs and instructor's discretion).

	Topic(s)	Textbook Readings	Assignments Due
Lesson 1 (2/26)	Introduction to the course	A4-h: Sample student writing: argument	
Lesson 2 (3/4)	Basic conventions of academic writing	A1: Reading and writing critically A3: Reading arguments	BB Forum 1
Lesson 3 (3/11)	Explore your subject	C1-b: Exploring your subject A4: Writing arguments	BB Forum 2
Lesson 4 (3/18)	Introduction and thesis statement	C1-c: Drafting and revising your thesis statement C2-a: Drafting an introduction C5-c: Suitable organization patterns	BB Forum 3
Lesson 5 (3/25)	Peer review APA formatting	APA-5: Manuscript format	BB forum 4
Lesson 6 (4/1)	Writing mechanics	P: Punctuation and mechanics G: Grammatical sentences	
Lesson 7 (4/8)	Outline and organize paragraphs	C1-d: Draft a plan	Proposal Due
Lesson 8 (4/15)	Using sources to support the argument	A4-e: Support your claims with specific evidence	BB forum 5
Lesson 9 (4/22)	Evaluating sources	APA-2: Citing sources; avoiding plagiarism	BB forum 6
Lesson 10 (4/29)	Address the opposition	Materials on writing a refutation	BB forum 7
Lesson 11 (5/6)	Peer review		BB forum 8
Lesson 12 (5/13)	Documenting sources	APA-4: Documenting sources	Formal Outline Due
Lesson 13 (5/20)	Enhance your argument	S: Sentence style	BB forum 9
Lesson 14 (5/27)	Final Presentation	A5: Speaking confidently	BB forum 10
Lesson 15 (6/3)	Final presentation	C3: Reviewing, revising, and editing	
Lesson 16 (6/10)	Final presentation	C4: Reflecting on your writing	BB forum 11
Lesson 17 (6/17)	Wrap up the course		Arg. Essay Due

# Course Structure and Activities:

Our writing course includes several group and individual settings and learning activities. The following description should give you an idea of the structure and the activities that we will have throughout the semester:

1. Every class session includes three parts (what I call a **PIE system**: Principle, Illustration, and Example). We introduce our topic for the day, have a brief discussion, and practice a couple of examples.
2. This is a **practical course in writing**, so students are expected to write, individually or in groups, for at least one-third of every class session.
3. Students start drafting and writing their papers in class for every assignment. Then, we conduct writing workshops and peer reviews of first-draft assignments.
4. The course involves several reading and writing assignments, meaning students will work **extra hours at home**.
5. The course follows a **hybrid module of learning** which includes in-class and online writing activities (Our **course Blog and discussions on Bb**).
6. Throughout the semester, you will document your progress through active and responsive documentation of the best of your writing materials, blog entries, and copies of your draft and final assignments (**Course Portfolio**).

## Assignments and Evaluation

Below is a breakdown of the course's assignments and grading scale. Each essay and writing assignment will have a detailed prompt 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.

ASSIGNMENT 1 Proposal	A proposal of 350-500 words, using a clear rhetorical mode of essay development	10%
ASSIGNMENT 2 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	20%
ASSIGNMENT 3 Final Essay	A 1500-word argument essay	40%
ASSIGNMENT 4 Presentation	Each student will give one in-class presentation, which may include written, oral, and visual components.	10%
ASSIGNMENT 5	This will include in-class activities, discussions, Blackboard forums, and any	20%

Participation in class activities and routine writing exercises, final portfolios	other assignments inside and outside of class. This will be graded holistically.	
Total*		100%
*Students must affix a minimum of two Writing Center Visit Forms signed by Professor David Jeffrey. Students should also attend the four workshops organized by Professor David Jeffrey. Failure to include these materials will result in deductions or even failure in ENGCMP152A.		

## Formatting:

All written work should be double-spaced, typed, in 12-point, Times New Roman font, with one-inch margins left, right, top, and bottom. Please write your name, course title, and date on the top left-hand corner of the first page.

## Attendance:

Students' attendance is mandatory. 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.

## Participation

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

- 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

## Special Learning Needs:

If you have a disability or health consideration that may require accommodations, please let me know how I can accommodate you. The sooner you let us know your needs, the more quickly we can assist you in achieving your learning goals in all your courses.

# **The Use of Electronic Technology Policy:**

Technology is meant to improve the learning environment for all students. Please be respectful of your instructor and classmates and use the technology appropriately. Students can use electronic technology (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. If you have any other questions or concerns about the use of technology, please talk to the 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 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 or assignment 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 are given a second chance to make up an assignment and you miss the chance, 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 online 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 by the students themselves. 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 which includes:

- Getting no help from anyone, or any outside resource, to do one's work without the teacher's permission. Never copying others' words and ideas and representing them as one's 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.

## **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.

## **TIPS FOR SUCCESS.**

### **Check Email:**

Check your email regularly for updates. I recommend having your school email linked to your cell phone to get email notifications in case of last-minute changes. I will make every effort to respond to emails within 48 hours except on weekends and holidays.

### **Come Prepared:**

Come prepared to class, having read the readings and with questions to ask. Be ready to engage in small group and class-wide discussions. Your contribution will help you and your classmates do well in this course.

## **Manage Your Time:**

Manage your time appropriately this semester. You know about every assignment in this class, and you should allocate your time accordingly. I recommend you have a time and task management system.

## **Save Your Work:**

Save your work frequently! I recommend saving all your documents into your external Drive. It keeps your work against any possible system crash or virus!