



**National Taiwan University of Science and Technology**

**2020 Summer Program**

**ENG 120 Advanced College Writing**

**Course Outline**

**Term:** June 22-July 17, 2020

**Class Hours:** 15:30-18:00 (Monday through Friday)

**Course Code:** ENG 120

**Instructor:** Dr. M. Lee Alexander

**Home Institution:** William & Mary (Williamsburg, VA; Founded 1693)

**Office Hours:** TBA

**Email:** mlalex@wm.edu

**Credit:** 4

**Class Hours:** This course will have 72 class hours, including 40 lecture hours, 10 lecturer office hours, 10-hour TA discussion sessions, 2-hour review sessions, 10-hour extra classes.

***“The art of writing is the art of discovering what you believe.”***

***--Gustave Flaubert (French author, 1821-1880)***

**Course Description:** Welcome to ENG 120 Advanced College Writing! This is a course for students who would like to advance their academic and scholarly writing to function effectively at the college level, using multiple development types based on rhetorical strategy, and to fit



different disciplines across the college curriculum.

**Course Methodology:** We will use a variety of methods to achieve our goals including class lecture and discussion, textbook readings and assignments, analysis of sample texts, free writing, group and pair work, mock quizzes, in-class writing exercises, written assignments, use of audio, video, and online resources, investigation of print and online resources available for academic writers, instructor feedback, and self and peer critique.

**Required Text:** Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing. With 2016 MLA Updates*. 3<sup>rd</sup> ed. NY: Norton's, 2016.

**Please note** that it is *required* for all students to have their own copy of our text, and to bring it to class daily.

**Course Focus:** In addition to the broad focuses described above, in our class we will consider some of the following topics:

- 1) Cultural variation in expository writing expectations.
- 2) Moving beyond the five-paragraph essay.
- 3) Writing for your audience.
- 4) Thesis statement and modified thesis; supporting a claim throughout a work.
- 5) Strategies for selecting methods of development such as argument, counter-argument, classification, comparison, and example.
- 6) Stages of writing: critical thinking, planning, organization; journaling, pre-writing, drafting, reverse outlining, group input, revision.
- 7) Opportunity for assessment of writing skills: finding strengths and areas to improve.
- 8) Opportunity to discuss and workshop writing in small groups and individual conferences.
- 9) Formulating strategies for approaching different types of writing assignments, such as reading responses, research papers, literary analysis, and essay exams.
- 10) Definition of terms and concepts related to the field of academic writing.
- 11) Identifying useful print and online resources for the academic writer's toolbox.
- 12) Critical reading and analysis of sample essays and texts to build writing skills.

**Learning Outcomes—By the end of this course, students will be able to:**

- 1) Engage in critical thinking and critical reading about subjects in a variety of disciplines in order to improve writing skills



- 2) Become thoroughly familiar with and know how to use a writing style manual to good effect for writing across the curriculum and for self-editing
- 3) Choose the best type of essay development for their rhetorical purposes
- 4) Establish a sound research question and two-step thesis statement reply
- 5) Fully support and handle all documentary evidence, with proper citation
- 6) Fit their argument into the context of the academic and scholarly conversation that is taking place on their subject, and pass the “so-what” factor
- 7) Be confident that they have few ESL or surface errors as they are familiar with and know how to avoid the most common writing errors in English
- 8) Become a strong editor at the developmental, line, and copy edit levels, for their own work and the work of others, and demonstrate a knowledge of online tools for academic writers
- 9) Write always with readers and audience in mind, and begin to become familiar with potential outlets for publication
- 10) Take joy in the multi-stages of writing, since effective writing is a process, and writing is revision, and in so doing find the opportunity to build and establish their own authentic, polished, and professional voice

**Attendance Policy—IMPORTANT!** In an intensive session, attendance at all classes and full and on-time participation in all class activities is expected. Also in workshop-based classes like ours, attendance is crucial. Therefore, *in addition to the percents listed below, missing more than two classes lowers overall final course grade regardless of reason for the absence.* Excessive absences can lead to grade being dropped a full letter grade or more. Being over five minutes late is considered absent. Also no cellphones or other non-class-related materials of any kind during class. Looking at any non-class related materials in class can lead to being counted absent for the day. Thus absences can count much more than just the 10% grade listed below.

**Assignments:** We'll write and revise three formal papers for our class, and some shorter assignments. Please see separate handouts for specific instructions for each assignment.

## **I. Course Assignments and Requirements**

### **1) Attendance & Participation, Free Writing, Quizzes, and Small Assignments 10%**

### **2) Short Argument—Letters to the Editor:** In order to get practice in making and supporting an



argument, each member of the class will choose a controversial topic to write in to the “editor” about. The issue may be one of local, national, or international debate. Finally to get practice in counter-argument, students will exchange letters with classmates who will reply as editors or readers who hold a different view. (For best results, have a certain journal, newspaper, or blog in mind so you can have audience awareness as you write. Consider sending it!) **10%**

**3) Essay Exam:** This assignment will give you practice in preparing for and taking essay examinations, which is another type of argumentative writing development. The exam will focus on advanced expository writing concepts that we are learning in class. **20%**

## II. Written Assignments—Formal Papers

**4) Paper I—Theme and Types of Development: Personal Memoir:** Chronological Development and focus on theme. Demonstration of ability to form fully developed paragraphs, and to make correct and effective use of standard punctuation marks such as comma, colon, semicolon, hyphen, and dash. **15%**

**5) Paper II—Critical Article Review (Research and Evaluative Development).** For this paper students will search for a recent scholarly article that meets certain criteria as defined in class. They will then analyze the article for argument, form, and content, paying critical attention to the author’s ability to produce and support a thesis. Students will demonstrate their research skills in locating the article, and awareness of rhetorical factors such as organization, credibility, logic, false reasoning, persuasiveness, support, example, style, and bias. **20%**

**6) Paper III—Researched Argument Paper:** This work is a standard advanced college-level in-depth research paper. You will need to develop and turn in before the paper is due an annotated bibliographic list of at least five sources. Students will demonstrate their ability to research a topic, make a strong argument, synthesize sources, and properly cite and handle supporting evidence. **25%**

**Written Work Policy:** Our assignments are due *at the beginning of class*, for self and peer review. All work done outside of class must be typed. Please double-space all work, use uneven right margin, no extra space between paragraphs. Print in clear black ink and use 12 pt. Times New Roman or other serified font. Late work is not accepted, as the purpose is to discuss and workshop our work together in class.



**Grading Scale:** A = 94-100; A- = 90-93; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0-59

**Academic Honesty Policy:** Plagiarism can be defined as using the ideas and words of others without giving full and proper credit. Make sure all papers are in your own voice, even when paraphrasing. Directly quoted material must be fully marked, and used only as support for your own ideas, not making the points of the paper but only setting your own ideas in the context of the scholarly conversation. The citation of partial or otherwise incomplete sources is also considered a form of plagiarism, as the author is not fully credited. We must be able to find exactly the source in exactly the form you were looking at. So in class we'll focus on how to give proper credit for all supporting ideas to avoid accidental plagiarism. Papers for this course may be turned in to turnitin.com to make sure it's your own wording. The point is to establish your own unique and authentic strong communicative and scholarly voice.

### Course Topics Overview:

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|--|---|
| 1) Critical reading and analysis       | 11) Advanced writing concerns           |
| 2) Rhetorical devices and strategies   | 12) Setting your argument in context    |
| 3) Outlining and reverse outlining     | 13) Strong paragraph development        |
| 4) Thesis statement & modified thesis  | 14) Essay development types             |
| 5) Unity and coherence                 | 15) Brainstorming, drafting, & revision |
| 6) Structure and organization          | 16) Evidence and support                |
| 7) Transition and connectors           | 17) Self and peer review                |
| 8) Style guides and documentation      | 18) Free writing and timed essays       |
| 9) Writing across the curriculum       | 19) Strategies for essay exams          |
| 10) Culture-bound writing expectations | 20) Crafting a compelling argument      |

### Some Final Thoughts About Writing and Revision:

“There is no great writing, only great rewriting.” --Justice Louis Brandeis  
(American Supreme Court Justice and social reformer, 1856-1951)

“I hate writing. I love having written.”  
--Dorothy Parker (American essayist & poet, 1893-1967)



“What you want is practice, practice, practice. It does not matter what we write . . .  
so long as we write continually as well as we can.”

--C. S. Lewis (British author and scholar, 1898-1963)

“I’m not a very good writer, but I’m an excellent rewriter.”

--James A. Michener (American novelist, 1907-1997)

**And now let’s go forth and hone our academic writing skills  
to be ready for all future academic and professional endeavors.**

(This syllabus is subject to written & oral amendment.)

### ENG 120 Advanced College Writing: Course Calendar

**Week 1:** Welcome and overview of course. Introduction to 21<sup>st</sup> century writing skills.

Formulating thesis and sub-points. Types of development. Use of style guides.

*Writing Workshop:* Focus on critique techniques and group dynamics.

*Readings:* Textbook Chapters 1-4; Appendix Essay 1

*DUE:* Short Forms & Short Argument (Letters to the Editor)

**Week 2:** Rhetorical devices and strategies to make your argument. Outlining, organization, structure, and transitions. Phases of writing process: drafting and revision.

*Writing Workshop:* Focus on thesis and organization.

*DUE:* Paper I: Memoir

*Readings:* Textbook Chapters 5-8; Appendix Essay 2



**Week 3:** Focus on research skills. Finding your article. Handling supporting evidence and documentation. Crafting a compelling argument. Self and peer review.

*Writing Workshop:* Focus on citations and mechanics.

*Readings:* Textbook Chapters 9-11; Appendix Essay 3

*DUE:* Article Review & Essay Exam

**Week 4:** Course conclusion. Putting it all together. Writing across the curriculum. Fitting your argument into the scholarly conversation. Strategies for publication.

*Writing Workshop:* Focus on building and supporting an argument.

*Readings:* Textbook Chapters 12-14; Appendix Essay 4

*DUE:* Paper II: Research Paper