



上海财经大学

Shanghai University of Finance & Economics

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## Shanghai University of Finance & Economics

### 2020 Summer Program

### ENG 120 Advanced College Writing

### Course Outline

**Term: June 1 – June 26, 2020**

**Class Hours: 18:00-19:50 (Monday through Friday)**

**Course Code: ENG 120**

**Instructor: Joseph Bowling**

**Home Institution: University of Wisconsin**

**Office Hours: TBA and by appointment**

**Email: [jdbowling@wisc.edu](mailto:jdbowling@wisc.edu)**

**Credit: 4**

**Class Hours:** This course will have 52 class hours, including 32 lecture hours, professor 8 office hours, 8-hour TA discussion sessions, 4-hour review sessions.

#### **Course Description:**

This writing course introduces students to advanced composition by focusing on critical thinking and writing skills. Good writing begins with good thinking, so we will begin the course by practicing effective forethought, and preparatory writing. We will then turn our attention to argumentation. We will study what an argument is, what makes an argument persuasive, and why argumentation is an important skill to learn. We will also study all the components that make up a strong essay: organization, introductions and conclusions, paragraph structure, transitions, and style, including syntax, grammar, and punctuation. We will also devote a week to studying how to conduct effective academic research, and how to integrate that research into our writing. Finally, we will end with arguably the most important writing skill: revision. Every effective writer is an effective reviser, so we will spend a week studying how to rewrite. This course will require students to write a minimum of 20 pages of expository prose and complete a process of revision. At least 50 percent of the course grade is based on student writing.

#### **Course Objectives:**

This course teaches students the stages of essay writing, from preparation, to writing, to revision. To accomplish this, this course teaches students how to become critical readers and thinkers, how to evaluate writing, and how to make the most effective decisions in their own writing. Students will (1)



learn the conventions of academic writing and the common mistakes in college writing; (2) how to improve their own writing by paying attention to higher order concerns, such as argument and organization, as well as lower order concerns, such as grammar, citational practice, and style.

### Required Textbooks:

*The Imaginative Argument: A Practical Manifesto for Writers*, second edition, by Frank L. Cioffi.  
*Style: Lessons in Clarity and Grace*, twelfth edition, by Joseph Bizup and Joseph M. Williams

### Grading & Evaluation:

Attendance, participation, informal writing:	15%
Essay 1: Letter to the professor essay	20%
Essay 2: Cultural analysis essay	20%
Essay 3: Bibliographic essay	20%
Essay 4: Research essay	25%

A 94-100	C 74-76
A- 90-93	C- 70-73
B+ 87-89	D+ 67-69
B 84-86	D 64-66
B- 80-83	D- 60-63
C+ 77-79	F 0-59

### Course Schedule

Since this is a skills-based class, the course will be organized by practical questions. I will also devote time to focused mini-lessons on particular skills and problems in writing (for example, common grammatical errors, how to cite sources). We will work through these questions through a combination of lecture, discussion, group work, and workshops.

#### Week1

Introduction to course

- Why do we write?
- How do we begin the writing process?

Audience and thesis

- Who are we writing for?
- What is a thesis?
- What makes an effective thesis?
- How does audience determine the kind of thesis we should write?

#### Week2

Argument and organization

- What is an argument?



- Why does your argument matter?
  - Is your argument original?
  - Does your argument have a pay off?
- How do you develop an argument over an essay?
- What makes for effective organization?
- What is an effective paragraph?
- How to transition from paragraph to paragraph?

## Week3

### Research

- What is research?
- How do we conduct research?
- How do we evaluate sources?
- How do we summarize sources?
- How do we integrate sources?
- How do we engage with sources?

## Week4

### Revision

- What is revision?
- Why do we revise?
- How do we know what to revise?
- Is there an end to the revision process?