



上海财经大学

Shanghai University of Finance & Economics

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Shanghai University of Finance & Economics

2019 Summer Program

ENG 120 Advanced College Writing

Course Outline

Term: June 3 – June 28, 2019

Class Hours: 8:00-9:50 (Monday through Friday)

Course Code: ENG 120

Instructor: Professor Robert Maniquis

Home Institution: University of California, Los Angeles: Department of English

Office Hours: TBA

Email: 77delights@gmail.com

Credit: 4

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

Course Descriptions and Goals

ENG 120 will help students become better writers, researchers, and speakers.

Students will complete in stages four major writing assignments of 8 pages each, for a total of 32 pages or 8 pages a week. Each writing assignment will consist of two parts: an outline and a draft of four pages, followed two days later by a finished version of 8 pages. This four-week, intensive course is derived from similar but lengthier courses taught at many American universities, such as the *State University of New York at Binghamton*, the *University of California, Los Angeles*, and the *University of California, Berkeley*.

Because writing conventions vary in different rhetorical situations, this course emphasizes formal, academic, rather than personal or literary, writing. It gives student writers intensive practice in critical thinking and researched argument.

Students who successfully complete the course will have made significant progress in writing formal English. They will be better able to:

- Write clearly and coherently for a university audience.
- Revise their writing.
- Build arguments based on observation, analysis, and correct citation of academic sources.
- Deliver good oral presentations.



Required Texts: Greene, Stuart and April Lidinsky, *From Inquiry to Academic Writing: A Practical Guide*. 4th ed. Boston: Bedford / St. Martins, 2017.

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FIRST WEEK (June 3 - 7)

MONDAY: Lecture and Discussion

Academic Writing. Rhetorical Styles and Their Relation to Argument
Explanation of first writing assignment (length, formatting, style, etc.) -
An Argumentative, Researched Essay and Bibliography.

Reading

Greene and Lidinsky: Section #1:

"Steps to Collecting Information and Materials/Steps to Drafting
Ta-Nehisi Coates, from *Between the World and Me*

TUESDAY: Lecture and Discussion

Analyzing Texts: Rhetoric and Argument

Reading Greene and Lidinsky: Section #2 :

"Reading as a Writer: Analyzing a Text Rhetorically"

E.D. Hirsch, Jr. "What Every American Needs to Know"

WEDNESDAY: Lecture and Discussion

The Logic (Or Logics) of Arguments.

Submit outline and draft of first 4 pages of assignment.

Reading

Greene and Lidinsky: Section #4:

Marques Camp, "The End of the World May Be Nigh, and It's the Kindle's Fault"
A Practice Sequence: Analyzing and Comparing Arguments

THURSDAY: Lecture and Discussion

Oral Presentations of Draft Proposals for an Argumentative, Researched Essay and
Bibliography

FRIDAY: Discussion Section with Teaching Assistant

Submit outline and complete 8-page final version of first assignment.

SECOND WEEK (June 10 - 14)

MONDAY: Lecture and Discussion

Discussion of Submitted First Writing Assignment of an Argumentative, Researched
Essay and Bibliography, Issues or Problems in Arguments and Writing. Discussion of
second writing assignment.



Reading

Greene and Lidinsky: Section #5:
A Practice Sequence: Identifying Issues
William Deresiewicz, *The End of Solitude*

TUESDAY: **Lecture and Discussion**
Developing a Thesis

Reading

Greene and Lidinsky: Section #6:
"Developing a Working Thesis: Four Models"
The Correcting-Misinterpretations Model
The Filling-the-Gap Model
The Modifying-What-Others-Have-Said Model
The Hypothesis-Testing Model

WEDNESDAY: **Lecture and Discussion**
Developing a Thesis (Continued)

Submit outline and draft of first 4 pages of second assignment.

Reading

Greene and Lidinsky: Section #6:
"Developing a Working Thesis: Four Models"
The Correcting-Misinterpretations Model
The Filling-the-Gap Model
The Modifying-What-Others-Have-Said Model
The Hypothesis-Testing Model

THURSDAY: **Lecture and Discussion**
Oral presentations of **REVISED** Proposal for an Argumentative, Researched Essay and Bibliography

FRIDAY: Discussion Section with Teaching Assistant
Submit outline and complete 8-page final version of second assignment.

THIRD WEEK (June 17 - 21)

MONDAY: **Lecture and Discussion**
Review of problems in the final version of the Second Writing Assignment: an Argumentative, Researched Essay and Bibliography. Discussion of third writing assignment.

TUESDAY: **Lecture and Discussion**
Ethos and Logos

Reading

Greene and Lidinsky: Section #9:



Appealing to Ethos
Steps to Appealing to Ethos
Appealing to Pathos
Steps to Appealing to Pathos

WEDNESDAY: Lecture and Discussion

Rhetoric, Logic, and Style

Submit outline and draft of first 4 pages of third assignment.

Reading

Greene and Lidinsky: Section #9:

Recognizing Logical Fallacies

A Practice Sequence: Analyzing the Appeals in a Researched Argument

THURSDAY: Lecture and Discussion

Oral Presentations of Draft Proposal for the Second Assignment: an Argumentative, Researched Essay and Bibliography

FRIDAY: Discussion Section with Teaching Assistant

Submit outline and complete 8-page final version of third assignment

FOURTH WEEK (June 24 - 28)

MONDAY: Lecture and Discussion

Problems identified in final versions of the third writing assignment: an Argumentative, Researched Essay and Bibliography.
Discussion of fourth writing assignment.

TUESDAY: Lecture and Discussion

Rhetoric, Logic, and Style

Reading

Distributed materials on logic

WEDNESDAY: Lecture and Discussion

Rhetoric, Logic, and Style

Submit outline and draft of first 4 pages of fourth or assignment.

Reading

Distributed materials on rhetoric and style

THURSDAY: Lecture and Discussion

Oral presentations of Second Writing Assignment: an Argumentative, Researched Essay and Bibliography

FRIDAY: Discussion Section with Teaching Assistant

Submit outline and complete 8-page final version of fourth assignment.



GRADE POLICY AND GRADE PERCENTAGES

At the end of this four-week course, students will submit a course portfolio, which will include both draft and completed versions of the course's two writing assignments. Portfolios are awarded letter grades of A, B, C, D, or F. Fs are for those students who miss multiple classes, do not fulfill assignment or their guidelines, do not submit all drafts, do not get approval for major topic changes, do not submit course portfolios on time, or commit plagiarism. Some letter grades may be noted with a plus or minus. Portfolios to be submitted in paper copy and are due at the beginning of your last class meeting. Late portfolios will be awarded an "F" for the course.

Major Assignment Completion: 20%

Class Preparation and Participation: 20%

Course Portfolio: 60

An important factor in the assignment of grades is the clear improvement of the student in writing in English and in building arguments.

ATTENDANCE POLICY

Attendance at all classes is required. Two or more absences will result in a lowering of a student's final grade. You must turn in all required work on the day that it is due.

AVOID PLAGIARISM

According to the *Merriam-Webster* dictionary, plagiarism is:

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source

or as *Plagiarism.org* puts it: "... plagiarism is an act of fraud. It involves ... stealing someone else's work." Done intentionally or unknowingly, plagiarism is plagiarism. Intentionality can be considered in the degree of plagiarism committed, but plagiarism is always plagiarism.

Plagiarism in this course will result in a failing grade.