



**Shanghai University of Finance & Economics**

**2019 Summer Program**

**ENG 120 Advanced College Writing**

**Course Outline**

**Term: June 3 – June 28, 2019**

**Class Hours: Monday - Thursday (120 minutes each). Friday: Discussion Session (120 minutes)**

**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 Description:**

This course is appropriate for a broad range of majors. Extending expository writing from College Composition to academic and professional settings, the course focuses on argument and persuasion, and teaches students how to adjust ideas in their own areas of study to a variety of audiences, as well as how to conduct research, how to use evidence persuasively, and how to do group work, and peer editing. Assignments include a cover letter (for a job or graduate school application), a personal statement about professional aspirations, a project proposal, a plan to engage community involvement in an aspect of a student's area of study, and an academic research paper.

**Course Goals:**

Students should expect to learn the following:

Develop essays around a thesis statement, and main points around clearly stated arguments, supported with sufficient/relevant information.



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- Organize essays around an appropriate sequence of ideas, a logical order.
- Conduct research in journals of their field, analyze and evaluate arguments.
- Use evidence persuasively.
- Adapt each essay to appropriate audiences.

### **Required Textbook:**

No assigned textbooks for this course; there will be required readings—handouts you will receive in class. You will also be consulting a number of online sites designed to help college students with research, essay formats and writing strategies, as well as quick checks on grammar and syntax.

### **Required Assignments :**

Course requirements include 4 formal essays, and daily informal writing in and out of the classroom. To earn a passing grade in this course, you must meet the following requirements: complete all 4 formal assignments; write a total of a minimum 20 pages of formal writing; write at least two essays that are a minimum of 6 pages each and revised substantively based on feedback by peers and by the instructor. There will also be some presentations in class sometime. There will be no midterm or final exam in this class.

### **Grading Policy:**

Cover Letter (10%); Professional Goals (10%); Project Proposal (20%); Community Engagement (20 %); Academic Research Essay (30%); In-and-Out of Class Writing (10%)

### **Grading Scale:**

Assignments and examinations will be graded according to the following grade scale:  
A (90-100); A- (85-89); B+ (82-84); B (78-81); B- (75-77); C+ (72-74); C (68-71); C- (68-71);  
D (60-63); F (below 60).

### **Class Rules:**

#### **Instructor's Policies for this Course**

Students are expected to:

- Attend all class meetings
- Complete and hand in assignments on time



Respect other students' input and communicate ethically

Make positive contributions and participate in class activities, not engage in side conversations, website browsing, or text messaging

## **University Policies for this Course**

This university has policies for academic conduct, including those regarding plagiarism and cheating.

It is your duty to know these policies and not to violate them in any way.

## **Attendance Policy:**

Summer school is very intense and to be successful, students need to attend every class.

Occasionally, due to illness or other unavoidable circumstance, a student may need to miss a class.

SUFE policy requires a medical certificate to be excused. Any unexcused absence may affect the student's grade. Moreover, SUFE policy is that a student who has more than 1/3 of the class in unexcused absences will fail the course.

## **COURSE SCHEDULE**

### **First Week**

#### **Monday June 3:**

Introduction to the course

Overview of course expectations

Assign Paper 1: Statement on Professional Aspirations (1 page. 250 words.)

Discuss format and persuasive writing

#### **Tuesday June 4:**

Drafts of Paper 1 due.

Respond to drafts in class (student and instructor responses to each student's draft). Grammar, styles, and sentences.

#### **Wednesday June 5:**

Discuss format and persuasive writing.

In-class writing. Grammar, styles, and sentences.

Thursday June 6:

#### **Paper 1 due**

In-class writing: Grammar, styles, and sentences. Paragraphs, claims, reasons, evidence.

#### **Friday, June 7 Discussion Session**



## Second Week

### **Monday June 10:**

Assign Paper 2: Cover Letter (1 page, 250 words))

In class writing: Grammar, styles, and sentences.

### **Tuesday June 11:**

Drafts of Paper 2 due.

Respond to drafts in class (student and instructor responses to each student's draft).

### **Wednesday June 12:**

Assign Paper 3, due the following week: A Project Proposal (6-7 pages)

Discuss topics for project proposals fitting each student's area of study

Discuss handout of template for project proposals

### **Thursday June 13:**

Paper 2 Due

Review sample proposals

In-class research of ideas specific to areas of study that can be implemented into a proposal

### **Friday, June 14: Discussion Session**

## Third Week

### **Monday June 17:**

Detailed outlines of proposals due.

Respond to outlines in class (student and instructor responses to each student's outline).

In-class writing.

### **Tuesday June 18:**

Drafts of Paper 3 due.

Respond to drafts in class (student and instructor responses to each student's draft) In-class writing: revise drafts based on student and instructor responses.

Submit revised drafts to instructor by the end of class.

### **Wednesday June 19:**

Revised drafts returned with instructor feedback.

Collaborative work on persuasive writing; developing arguments; supporting claims with evidence; logical sequence.

In-class writing.

### **Thursday June 20:**

Paper 3 due.

Assign Paper 4 (due the following week): Proposal for an Academic Research Paper (6-7 pages).

Handouts on using academic expertise to benefit communities

How to write an academic research proposal in students' areas of study. Brainstorming on ways to involve the community, if the context is appropriate.

### **Friday, June 21: Discussion Session.**



## Fourth Week

### **Monday June 24:**

#### Detailed Outlines of Paper 4 due

Respond to outlines in class (student and instructor responses to each student's outline).  
Discuss adapting ideas to audiences and organization of papers.

### **Tuesday June 25:**

#### Draft of Paper 4 due

Respond to drafts in class (student and instructor responses to each student's draft).  
In-class writing: revise drafts based on student and instructor responses. Submit revised drafts to instructor by the end of class.

### **Wednesday June 26:**

Revised drafts returned with instructor feedback

Collaborative work on persuasive writing; developing arguments; supporting claims with evidence; logical sequence; audience adaptation.

Discuss sample topics of research in students' areas of study.

### **Thursday June 27:**

#### **Paper 4 due**

Discuss framing a thesis around existing research.

### **Friday June 28:**

**Paper 4 returned. Discussion of progress in papers. Accomplishments and needed improvements.**

**Discussion with Professor Maniquis of course experience.**