



## 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 - Friday.**

**Course Code: ENG 120**

**Instructor: Professor Robert Barsky**

**Home Institution: Carleton University**

**Office Hours: by appointment**

**Email: [Robert.barsky@carleton.ca](mailto:Robert.barsky@carleton.ca)**

**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 is an intensive College Composition course. Beginning with a short paper based on personal experience, and culminating in a longer expository writing, the course focuses on writing as a process. We will explore all facets of the writing process, including brainstorming, drafting, revising, peer-editing, and proofreading. The course teaches students to pay careful attention to all parts of their essays, i.e., introductions, thesis formulation, topic sentences, paragraph development, conclusions, as well as organization and research. Students learn the conventions of academic research writing and the skills of audience engagement and critical thinking. The course also pays special attention to writing issues commonly encountered by native speakers of Chinese.

#### **1. TEXTS/MATERIALS**

The required text for the course is: *The Craft of Research*, University of Chicago Press. Most notes lectures and handouts I will be giving are from this book.

#### **2. LEARNING GOALS**

This is a writing course which intends to familiarize students with the conception, preparation and



writing of college essays. Students will research, outline and write essays, as well as act as critics of their own, fellow students', and famous writers' work. The course aims to make students better able to choose topics, organize their thoughts, write outlines, write essays, and then evaluate their own work and those of others. By the end of the semester, all students should:

- Become aware of personal writing habits and characteristics.
- Improve organization, syntax, grammar other mechanics of writing.
- Develop essay preparation and presentation skills, and self-awareness about the strengths and weakness of your writing.
- Present work in a variety of genres

### 3. GRADING POLICIES

Assignments 1, 2 and 3 are worth 20% each;

assignment 4 is worth 25%;

attendance and participation 15%.

The first two assignments **MUST** be revised, and the grade will be revised accordingly. All papers are due in class on the day indicated in this schedule (below), and all papers will be returned to the students one week after their due date.

### 4. COURSE REQUIREMENTS

1. Since this is a writing course, significant time will be devoted to discussing the writing assignments, and you will be required to write four essays, of which two must be revised.

2. I will meet individually you for two mandatory tutorial sessions devoted to writing. If you would like additional help, I will encourage you to visit during regular office hours or to make special appointments.

3. I will be available to discuss essays with you in advance of your handing them in. I strongly urge you to complete a first draft before the due date, and to bring it to me for corrections.

### 4. COURSE POLICIES

1. Attendance: Regular attendance is crucial, since it offers us the occasion to work as a group and to build upon a base of common knowledge/discussions. If you must miss classes due to illness, please contact me in advance of the course, if at all possible.

2. Class Discussions: In the interest of stimulating conversation, a host of topics will be discussed in the course. You are encouraged to present, explain and defend either your own views or views you think might engage your classmates.

### 5. TEACHING PLAN

Tentative Schedule: 5 weeks

Teaching plan of time table (note, these general topics will be supplemented by student presentations and commentaries)



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## **Time(1st Week) Teaching Context**

Instructor's introduction

Thinking in Print

Connecting with your reader

From questions to problems

## **TIME(2nd Week)**

From problems to sources

Engaging sources

Making good arguments

Making claims

## **TIME(3rd Week)**

Assembling reasons and evidence

Acknowledgments and responses

Seeking assistance

Planning

(Mid-Term)

## **TIME(4th Week)**

Drafting your essay

Revising your essay

Communicating evidence

Writing conclusions and revising your papers

**Conclusions**