



0502E110

College English Writing

Instructor: TBA

Time: December 15, 2025 - January 16, 2026

Office Hours: 2 hours (according to the teaching schedule)

Contact Hours: 60 (50 minutes each)

Credits: 4

E-mail: TBA

Course Description

This course is designed to teach the students the conventions of academic writing and help them develop their critical thinking skills. Students will practice all aspects of writing, including writing summaries, producing outlines, responding to and critiquing a wide range of primary and secondary sources, learning to give feedback in peer editing sessions, and reflecting on their own skills and development. Students will learn the mechanics of writing research papers, from developing a thesis to properly citing external sources. There are a number of papers and writing assignments, in addition to student presentations and meta-cognitive exercises.

Course Goals

At the end of the course the student will be able to:

- Write short and long summaries of texts
- Write outlines of existing texts and create outlines for papers
- Write effective thesis statements for different types of papers

- Critique texts and state opinions rationally
- Write a research paper in MLA format
- Express ideas in a range of structures
- Properly use and cite external sources
- Peer edit research papers and give constructive feedback
- Self-reflect on their writing in a variety of contexts
- Give a structured presentation on a text with an outline and discussion questions

Required Texts

Muller, Gilbert H. *The McGraw-Hill Reader: Issues across the Disciplines*. 11th ed, McGraw Hill, 2011. ISBN-13: 978-0073383941.

Lunsford, Andrea A. *The Everyday Writer*. 7th ed, Bedford/St. Martin, 2020. ISBN 978-1-319-37028-2 (ePub).

Course Requirements

Minor papers: Students complete three essays of approximately 250 words each reflecting on texts in the course.

Major papers: Students complete two essays of approximately 750 words each, with drafts, synthesizing knowledge from the course.

Quizzes: Students complete four short-answer quizzes in which they apply knowledge gained from the course.

Oral presentations: Students complete two three-minute video recordings in English in which they show personalized understanding of selected course topics.

Participation: Students have sufficient attendance of scheduled live sessions.

Course Schedule

Please note that the schedule is meant to give an overview of the major concepts of this course. Changes may occur in this calendar as needed to aid in the student's development.

WEEK 1: Clear Language and Basic Argumentation

Monday Read: *MHR* p. 106-118 Orwell, "Politics and the English Language"

Tuesday Read: *EW* Ch. 8 Analyzing Arguments

Wednesday Read: *EW* Ch. 3 Exploring, Planning, and Drafting

Thursday Due: Minor Paper 1, Summary of Orwell
Read: *EW* Ch. 7 Critical Thinking and Argument

Friday Quiz #1: The Toulmin Model of Argument
Read: *MHR* p. 23-26 Paraphrasing, Summarizing, Quoting

WEEK 2: Rhetorical Strategies

Monday Read: *MHR* p. 405-408 King, "I Have a Dream"

Tuesday Due: Minor Paper 2, Personal Reaction (Prewriting for Major Paper 1)
Read: *EW* Ch. 10 Doing Research

Wednesday Read: *EW* Ch. 9 Constructing Arguments

Thursday Read: *EW* Ch. 25 Language That Builds Common Ground

Friday Quiz #2: Logos, Ethos, Pathos

WEEK 3: Methods of Analyzing

Monday Due: Minor Paper 3, Ethos and Audience in “I Have a Dream”

Read: *MHR* p. 498-504 Swift, “A Modest Proposal”

Tuesday Read: *EW* Ch. 12 Integrating Sources and Avoiding Plagiarism

Wednesday Due: Oral Presentation 1, Burke’s Pentad and “A Modest Proposal”

Read: *MHR* p. 124-133 Reading and Analyzing Argument

Thursday Read: *MHR* p. 53-54 Drafting

Friday Quiz #3: Burke’s Pentad

WEEK 4: Strong and Weak Reasoning

Monday Due: Major Paper 1 First Draft

Read: *MHR* p. 76-82 Tan, “Mother Tongue”

Tuesday Read: *EW* Ch. 44-53 Punctuation and Mechanics

Wednesday Read: *MHR* p. 64-65 Argumentation

Thursday Due: Major Paper 1 Final Draft

Friday Quiz #4 Argumentative Fallacies

WEEK 5: Foundations of Western Rhetoric

Monday Due: Major Paper 2 First Draft

Read: *MHR* p. 656-659, Plato, “Allegory of the Cave”

Tuesday Read: EW Ch. 5 Reviewing, Revising, Editing

Wednesday Due: Oral Presentation 2, Scene and Purpose in “The Allegory of the Cave”

Read: *MHR* p. 69-70 Revising

Thursday Metacognitive Exercise

Read: *MHR* p. 86-90 Murray, “The Maker’s Eye”

Friday Due: Major Paper 2 Final Draft

Evaluations

Grading Policy

Minor papers (x3)	15%
Major papers with drafts (x2)	32%
Unit quizzes (x4)	28%
Oral presentations on readings(x2)	10%
<u>Participation</u>	<u>15%</u>
TOTAL	100%

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Requirements for Live Sessions

Students are expected to attend all live sessions with cameras on and microphones off until the teacher asks that microphones be used. Students who miss live sessions due to unavoidable circumstances are expected to consult with the TA for instructions on how to make up the missed lesson(s).

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.