暨南大學
JINAN UNIVERSITY

# 0502E110
# College English Writing

**Instructor:** TBA

**Email:** TBA

**Office Hours:** By appointment

**Contact Hours:** 60 (50 minutes each)

**Credits:** 4

## 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

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| 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 nine 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. |

- Complete the modules at your own pace. But you must complete the modules in order.
- There are two major papers. Major Paper 1 is due at the end of Module 4. Major Paper 2 is due at the end of Module 9.

## Course Outline

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

**Module 1: The Toulmin Model of Argument**

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| Videos to Watch | *"Introduction"* |
| | "Clear Language" |
| | "Orwell and Good English" |
| | "The Toulmin Model of Argument" |
| | "The Toulmin Model of Argument: Warrants" |
| | "Brainstorming" |
| | "Internet Research" |
| Pages to Read | *MHR* pp. 44-53 "Writing Process and Communication" |
| | *MHR* pp. 106-118 Orwell "Politics and the English Language" |
| | *MHR* pp. 124-133 "Reading and Analyzing Argument" |
| Quiz | Warrants |

**Module 2: Rogerian Argument**

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| Videos to Watch | "Good Sources" |
| | "Reading Critically" |
| | "The Toulmin Model 2" |
| | "Rogerian Argument: Audience" |
| | "Rogerian Argument: Common Ground" |
| | "MLA Format" |
| Pages to Read | *EW* Ch. 3 "Exploring, Planning, and Drafting" |
| | *EW* Ch. 8 "Analyzing Arguments" |
| | *EW* Ch. 10 "Doing Research" |
| Quiz | Common Ground |
| Minor Paper 1 | Reaching Your Audience |

**Module 3: Inductive Research**

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| Videos to Watch | "Induction and Deduction" |
| | "Argumentative Fallacies" |
| | "Argumentative Fallacies 2" |
| | "Academic Research" |
| | "Using AI for Research" |
| | "Templates for Writing" |
| Pages to Read | *EW* Ch. 9 "Constructing Arguments" |
| | *MHR* pp. 143-145 "Avoid Unfair Emotional Appeals and Errors in Reasoning" |
| Quiz | Argumentative Fallacies |

**Module 4: Presenting Research**

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| Videos to Watch | "Paraphrasing and Summarizing" |
| | "The Annotated Bibliography" |
| | "Thesis Statements" |
| | "Using Quotations" |
| | "Avoiding Plaigiarism" |
| | "Templates for Writing 2" |
| Pages to Read | *EW* Ch. 12 "Integrating Sources and Avoiding Plagiarism" |
| | *MHR* pp. 23-27 "Paraphrasing, Summarizing, Quoting, and Synthesizing" |
| | *MHR* pp. 189-206 "Documenting Sources" |
| Quiz | Documenting Sources |
| Major Paper 1 | Rogerian Argument |

**Module 5: Logos Ethos Pathos**

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| Videos to Watch | "Logos" |
| | "Ethos" |
| | "Pathos" |

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| | "Concrete Detail" |
| | "Ethos in King 'I Have a Dream'" |
| | "Common Ground in King 'I Have a Dream'" |
| Pages to Read | *EW* Ch. 8c "Identify an argument's basic appeals." |
| | *MHR* pp. 405-408 King "I Have a Dream" |
| Quiz | Logos Ethos Pathos |
| Minor Paper 2 | Featuring Ethos |

**Module 6: Kenneth Burke's Pentad**

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| Videos to Watch | "Kenneth Burke's Pentad" |
| | "Kenneth Burke's Pentad: Agents" |
| | "Kenneth Burke's Pentad: Agency" |
| | "Kenneth Burke's Pentad: Scene" |
| | "Kenneth Burke's Pentad: Purpose" |
| | "Agents and Scene in Swift 'A Modest Proposal'" |
| | "Agency and Purpose in Swift 'A Modest Proposal'" |
| Pages to Read | *MHR* pp. 498-504 Swift "A Modest Proposal" |
| Quiz | Deconstructing and Reconstructing Ads |
| Oral Presentation 1 | Swift's Dublin |

**Module 7: Analyzing**

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| Videos to Watch | "Analyzing Images" |
| | "Analyzing Images 2" |
| | "Deconstructing and Reconstructing Video" |
| | "Scene in Plato 'Allegory of the Cave'" |
| | "Purpose in Plato 'Allegory of the Cave'" |
| Pages to Read | *MHP* pp. 656-659 Plato "Allegory of the Cave" |
| Quiz | Using Burke's Pentad |
| Minor Paper 3 | Interpreting Video |

**Module 8: Style and Mechanics**

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| Videos to Watch | "Commas, Semicolons; Colons" |
| | "Quotation Marks, Italics, Titles" |
| | "Grammar and Syntax" |
| | "Style Matters" |
| | "Style Matters 2" |
| | "Concrete Detail 2" |
| Pages to Read | *EW* Ch. 44-53 "Punctuation and Mechanics" |
| Quiz | Punctuation and Syntax |
| Oral Presentation 2 | Plato's Cave |

**Module 9: The Role of the Writer**

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| Videos to Watch | "The Role of the Writer" |
| | "Reviewing, Revising, Editing" |
| | "Reviewing, Revising, Editing 2" |
| | "Audience in Tan 'Mother Tongue'" |
| | "Language in Tan 'Mother Tongue'" |
| | Course Review |
| Pages to Read | *EW* Ch. 5 Reviewing, Revising, Editing |
| | *MHR* pp. 76-82 Tan "Mother Tongue" |
| Quiz | Review of the Course |
| Major Paper 2 | Logos Ethos Pathos |

# Grading Policy

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| Minor papers (x3) | 18% |
| Major papers (x2) | 36% |
| Unit quizzes (x9) | 36% |
| Oral presentations on readings (x2) | 10% |
| **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 |

## AI Policy: Guided Use

Generative AI is a technology that automates part or all of the writing/content creation process for users. Popular examples of such technologies include ChatGPT, Deep Seek, Gemini, and Copilot. In this course, we will use generative AI technologies in a guided manner to ensure we are meeting our course goals. Use generative AI technologies only as directed by course content; do not use it to write your papers. If you have questions, please schedule a meeting with me during office hours and I will be happy to address them.

## 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.