



## ENGL 1120: English Composition II

2021 Winter Session	
<b>Total Class Sessions: 25</b>	<b>Instructor: Staff</b>
<b>Class Sessions Per Week: 6</b>	<b>Classroom: TBA</b>
<b>Total Weeks: 4</b>	<b>Office Hours: TBA</b>
<b>Class Session Length (Minutes): 145</b>	<b>Language: English</b>
<b>Credit Hours: 4</b>	

### **Course Description:**

This course aims to deepen students' understanding of how to write academic papers. As an extension of Composition I, it aims to enhance students' reading ability, critical thinking ability, information screening ability, synthesizing information competency, and writing capability. Students will focus on the different elements of writing and especially the concept of the genre by analyzing cases, designing their own paper, engaging in break-out room discussions, peer-reviewing, and composing.

### **Course Objectives:**

By the end of this course, students will be able to:

- implement active reading strategies to interpret and evaluate research texts
- understand and keep in mind the components of the writing process
- use the writing process and conventions of academic writing to compose research-based articles
- evaluate, appropriately integrate, and document source material into writing using mainly Modern Language Association (MLA) documentation format
- examine the ethical implications of research-based argumentation and persuasion

### **Course Materials**

*Simon & Schuster Handbook for Writers*, 6<sup>th</sup> Edition (2012) by Lynn Quitman Troyka and Douglas Hesse

*The Bedford Introduction to Literature*, 10th ed by Michael Meyer

### **Course Format and Requirements:**

#### **Attendance:**

Your attendance is mandatory. You will be required to sign in at the beginning of each class session. More than three unexcused absences will result in an automatic reduction in your



participation grade, for instance from A- to B+. Your active participation in the class is expected and constitutes part of your grade.

**Class Activities:**

All students are strongly encouraged to participate in class activities, which will include mini-writing tasks (as in quizzes), reading and analysis of texts, drafting and editing work, class discussion and peer and instructor feedback. This component is of paramount importance for it helps you develop a clearer sense of writing as a process, in which a variety of factors are involved. It is expected that through active participation in these activities, you will learn to write more effectively and engagingly.

**Course Assignments:**

**Quizzes:**

There will be 4 quizzes administered through the whole semester about certain topics of each week. Throughout this semester, you will be quizzed on material presented in this course to assess your understanding of **Intertextuality & Discourse Community, and Genre**. It is important you properly prepare for these quizzes. If you miss a quiz deadline, you will not be given an opportunity to take a make-up quiz, but your lowest quiz grade will be dropped.

**Essays:** Students are expected to submit two essays throughout the semester. Instructions for these assignments will be provided in the online courses. You will be required to submit both a rough draft (on which you will receive feedback) and a revised draft (on which you will be graded) for each essay assignment. Both rough and revised essays must be typed, MLA formatted (12-point regular font, double-spaced with one-inch margins), and should be carefully proofread. **The final grade will be composed of the instructor’s grades and marks from peers.** Points will be deducted from assignments that are too short, rushed, or not proofread. Further instructions and grading rubrics will be explained in the course. Please refer to the Course Calendar for due dates. **Essays not submitted on their due date may be penalized a whole letter grade. Essays more than one week late may not be accepted.** If--for whatever reason--you cannot submit an essay by its due date, please contact me to make alternative arrangements **ahead of time**.

**Workshop reflection (10-minute individual presentation):**

Students are asked to participate in workshops that center around certain topics. You are expected to present your reflections about the workshop with no more than 10 minutes You can cover in which way does the workshop inspired you or improve your previously written work based on what you have learned from the workshop. Make your reflection clear and simple.

**Final Paper:**

Students are expected to write a persuasive essay on the topic assigned by the instructor (Feel free to present your ideas and interests). **The paper must be no more than 5 pages, typed, MLA formatted (12-point regular font, double-spaced with one-inch margins), and should**



**be carefully proofread.** Points will be deducted from assignments that are too short, rushed, or not proofread. Further instructions and grading rubrics will be explained in the course. Please refer to the course calendar for due dates.

### **Course Assessment:**

Workshop reflection	15%
Quizzes (4)	20%
Essays (2)	40%
Final paper	25%
<b>Total</b>	<b>100%</b>

### **Grading Scale (percentage):**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-	93-	90-	88-	83-	80-	78-	73-	70-	68-	63-	60-	<60
100	97	92	89	87	82	79	77	72	69	67	62	

### **Academic Integrity:**

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Chengdu University of Technology's *Academic Conduct Code*. Any work suspected of violating the standards of the *Academic Conduct Code* will be reported to the Dean's Office. Penalties for violating the *Academic Conduct Code* may include dismissal from the program. All students have an individual responsibility to know and understand the provisions of the *Academic Conduct Code*.

### **Special Needs or Assistance:**

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.

### **Course Schedule:**

Week	Topics	Assignments
Week 1	<b>Introduction to the course</b> <b>Review Composition I</b> <ul style="list-style-type: none"> <li>• Research and Writing</li> <li>• Writing Across the Curriculum—and Beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 1</li> </ul>



	<ul style="list-style-type: none"> <li>• Writing When English is Not Your First Language             <ul style="list-style-type: none"> <li>➤ Singulars and Plurals</li> <li>➤ Articles</li> <li>➤ Word Order</li> <li>➤ Prepositions</li> <li>➤ Gerunds, Infinitives, and Participles</li> <li>➤ Modal Auxiliary Verbs</li> </ul> </li> <li>• Evaluation of Sources</li> <li>• Revision and Editing Methods</li> <li>• Outlining</li> <li><b>Reflection</b></li> <li>• Models of Transfer</li> <li>• Where many students begin: Absent Prior Knowledge</li> <li>• A Typology of Prior Knowledge-Type One: Assemblage</li> <li>• Type Two: Remix</li> <li>• Critical Incidents: Motivating New Conceptions and Practices of Composing</li> </ul>	
<p>Week 2</p>	<p><b>Intertextuality &amp; Discourse Communities</b></p> <ul style="list-style-type: none"> <li>• The Presence of Intertext</li> <li>• The Power of Discourse Community</li> <li>• The Pedagogy of Intertextuality</li> <li>• Coda</li> </ul> <p><b>Analyzing Writing Scenes</b></p> <p><b>Intertextuality/ Find Intertextual allusions in popular texts</b></p> <ul style="list-style-type: none"> <li>• Literacy, Discourse and Linguistics</li> <li>• Metaknowledge</li> </ul> <p><b>Synthesizing the conversation about analyzing writing communities</b></p> <p><b>Analyzing academic genres for patterns and differences</b></p>	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Essay one due</li> </ul>
<p>Week 3</p>	<p><b>Genres</b></p> <p><b>Tactic Knowledge in Classroom Genres</b></p> <ul style="list-style-type: none"> <li>• With Genre in Mind: The Expressive, Utterance and Speech Genres in Classroom Discourse</li> <li>• Genres and Knowledge: Students Writing in the Discipline</li> <li>• Enculturation and Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Essay two due</li> </ul>



	<ul style="list-style-type: none"><li>• Learning to Operate Successfully in Advanced Level History</li></ul> <b>The Teaching of Genre</b> <ul style="list-style-type: none"><li>• Language as Personal Resource and as Social Construct</li><li>• Writing in Response to Each other</li><li>• Teaching Genre as Process</li></ul> <b>Genre analysis</b>	
Week 4	<b>The Role of Genre in Discourse Communities</b> <ul style="list-style-type: none"><li>• Engineering Writing</li><li>• Knowledge of Document Equals Knowledge of Thing</li><li>• Logic as A Plausible Story</li></ul> <b>Genres and Ideology</b> <b>Using Sources</b> <b>Finding a Gap</b> <b>Writing for Academic/Professional Audiences</b> <ul style="list-style-type: none"><li>• Helping Students Use Textual Sources Persuasively</li></ul> <b>Knowing your Genres</b> <b>Writing for the Public</b> <b>Revision and Portfolios</b>	<ul style="list-style-type: none"><li>• Quiz 4</li><li>• Workshop reflection due</li><li>• Final paper due</li></ul>