

ENG 2103: 작문과 수사학
Fall 2014: Tue & Thu 12:00-13:15

COURSE DESCRIPTIONS

Academic writing is one of the most important skills you can learn in college years; it helps you gather, process, organize, and transform content knowledge. In doing so, you will develop creative and critical thinking skills that are generalizable to a range of professional and academic tasks. Recent research studies have also shown that writing helps enhance one's academic reading skill. When reading and writing develop in tandem, you not only learn the content of your major areas but also methods by which these disciplinary contents are developed and shared among professionals.

This course is designed to help you enhance your reasoning skills that can be applicable to various professional and academic tasks through practicing and developing thesis-based argumentative writing in English. The course consists of two main parts: the first part focuses on rhetorical developments while the second part examines composition processes. I will use a variety of methods to help you carry out these two tasks using in-class/homework assignments, group works, class discussion and individual work. While looking complicated, these tasks are developmentally organized to guide you in a step-by-step process.

By the end of the course, you will be able

1. To gain the knowledge of the principles and rationales for thesis-oriented writing.
2. To develop and apply reasoning ability and rhetorical crafts for academic writing
3. To write intelligibly and convincingly.
4. To gather, organize and transform relevant information to build coherent argument.
5. To become aware of your own learning processes.

To be successful, you should

1. Spend at least 2.5-3.5 hours per week on course materials through reading/writing.
2. Engage in group and class discussions actively to enact and expand your reasoning skills.
3. Follow the course requirements on time.
4. Treat writing as resources to think, not just as the result of your thinking.
5. Develop practical routines to make full use of writing.

Instructor

Yo-An Lee, Ph.D

British & American Language & Literature

<http://hompi.sogang.ac.kr/yoanlee>

Office Hour: Tue, Wed & Fri 3-5 J821 by Email appointment.



ASSIGNED READINGS

Textbooks

- Cooper, S., & Patton, R. (2011). *Writing logically, thinking critically (7 ed)*. New York: Pearson.(University Bookstore)
- Schleppegrall, M. (2004). *The language of schooling*. Mahwah, NJ: Lawrence Erlbaum.(e-book that is downloadable from Loyola Library)

Articles

- Elbow, P. (1981). *Writing with power* (p.6-46). New York: Oxford University Press.
- Lee, Y. (Forthcoming). Summarization and argumentation in source-based EFL writing.
- Shaughnessy, M. (1977). *Errors and expectations* (Chap 7). New York: Oxford University Press.
- Writing Samples

COURSE REQUIREMENTS

Attendance & Participation	1~ (-5)
Speech Note	5
Timed Writing	24
Mini Argument Essay	20
Book Review	20
Final Argumentative Essay	25
Letter	4
SCW Consulting	1

Attendance & Participation

Class attendance is an essential part of the learning experience and an absolute requirement. The following rules become effective as of Sep 2nd, 2014.

- I want to acknowledge diligence and effort for classroom attendance. One extra point (1%) will be given to those who come to all classes without any unexcused absence, late arrival or early departure. An extra point (0.5%) will be given to those who come to all classes but have one or two late arrivals or early departure.
- If you have documents to get excused for your absence, submit your documents to the office of Humanities (J614). Only then, your absence will be counted as an excused absence.
- If you miss class, you are required to let me know at least one day before the scheduled class by email (i.e., Monday for Tuesday absence). It helps me to plan group works ahead of time. No make-up work will be allowed unless you contact me ahead of time this way.
- I will not be able to offer any tutoring for those who miss class. It is your responsibility to find your classmates who can help you with the missing works.

- The course will use a number of activities that are designed to facilitate your active participation. Without active participation, it is difficult for you to develop writing and reading skills adequately. If your participation is noticeably absent, I will want to speak to you to discuss ways not to lose any points.
- The following behaviors will be penalized (1-5%) if they are repeated: sleeping, dozing, **using mobile phone**, refusing to answer, not participating, going out of the classroom during the class period and/or other distracting behavior.

Assignment Submission

- All assignments should be submitted to SCW (<http://writing.sogang.ac.kr>)
- Due date for each assignment is listed in the last page of the syllabus. All assignments should be submitted by midnight of the due date.
- Any late submission incurs penalty at the rate of 20, 40, 60% deduction for each additional date.
- I will upload my feedback in one or two weeks after your submission.

Speech Note (5%)

Your participation in this class is essential to develop your content knowledge while gathering ideas or resources for your final paper. The speech note helps you contribute to class discussions in a meaningful and informative way. Buy a plain notebook on which you can make notes regularly.

On your speech note, I will ask you to do the following.

- (1) Before each class begins, you will write on an assigned reading of the day.
- (2) During class, you will write on a variety of issues before and after class/group discussions.

The speech note also helps reduce the kind of anxiety you have about speaking in public and also make you think better. I will browse your notebooks twice (one before midterm and one after) to check if you have utilized the notebook.

Grading Criteria

- 5 : Use the note regularly and consistently according to the instructions given.
- 4 : Use the note often with occasional lapse.
- 3 : Use the note occasionally with some missing.
- 2 : Use the note rarely.
- 1-0: No use of the note.

Timed Writing (24%)

Throughout the semester, you will be asked to do timed-writing (250-400 words) on the assigned reading or class discussions using SCW Writing Management System. This is by far the most effective way of improving your English composition skills while learning the course contents because it helps you to address issues or problems in a focused way. To do well, it is of utmost importance that you come prepared and participate in class activities actively; class discussions help you collect and refine your ideas that can

be used in timed writing tasks. Timed writing tasks also help you monitor your progress with your ability to understand, process and transform a litany of academic contents you are required to read in this course. Some of your writings can be used in other writing tasks you will carry out such as reading review and final paper.

You will be also asked to choose one out of two or three timed writings you submit. Then, I will grade the time writing you choose.

Grading Criteria (does not meet ... 1 2 3 4 5 6... exceeds)

- 1) Content/Ideas
Writing contains focused ideas that are logically developed while offering relevant details.
- 2) Reading
Writing demonstrates in-depth and accurate understanding of the source materials and their supporting details.
- 3) Organization
Writing shows various components that adequately function for their own roles in the essay (e.g., introduction, body and/or conclusion).
- 4) Language use
Writing shows fluent and confident use of language and its errors do not deter or obstruct readers' understanding.

Mini Argument Essay (20%)

This assignment asks you to choose any professional, personal and academic topic that interests you. Once you decide on a topic, gather and organize resources to develop 'mini arguments' in which you state your position or stance through logical argument and empirical supports.

Some possible topic includes (but not limited to)

1. Would China become the super power that can replace United States in 21st century?
2. Would English maintain its status as a predominant language of the world in 20-30 years as it is now?
3. Will current Korean educational system work well in the future?
4. Should we make it mandatory for corporations to donate their money to art?
5. Is it important for elementary school children to learn computer skills early on?
6. Is it better to start language learning at an early age, for example, preschoolers?
7.

*There are a number of topics listed in the textbook (p.93-96) and a two-step process you can refer to.

You need to apply what you learned from the course about nature and component of thesis-oriented argument. The mini argument essay will become a draft for your final paper.

Grading Criteria

- 1) Adequate Source Use (does not meet ... 1 2 3 4 5... exceeds)
The essay presents unique and original ideas about the topic while firmly based on reliable sources through thoughtful and insightful analysis. Include at least 3 external resources other than those assigned in the course. When using these resources, you should tailor them into your own ways to create your original thinking in your thesis. Your originality can be revealed variously, for example, in how you describe/develop particular contents, what kinds of data/examples/logic you use in your argument and how you represent your ideas.
- 2) Application of Course Contents (does not meet ... 1 2 3 4 5... exceeds)
The essay is based and built upon what you have learned in the course. Otherwise, your essays do not go beyond common-sense knowledge or personal experience. For this reason, the essay should demonstrate accurate understanding of, thoughtful reflections on and insightful application of the course contents.
- 3) Organization (does not meet ... 1 2 3 4 5... exceeds)
The essay has a discernible structure in which all components perform their own role. For example, introduction should inform what the essay is about while offering background, justifying the relevance or importance of the thesis. The body part of the essay should contain two parts: One that discusses what other people have done and how they are relevant to your thesis. The other part should describe the methods that led you to the finding and conclusions of the paper. In conclusion, you express your stance or thesis on the topic based on what you have presented in the main body of the paper.
- 4) Language Use (1: does not meet ... 3: does not fully meet ... 5: exceeds)
The language use in the essay is communicative enough for the readers to understand its main idea and supporting details. While a good language use involves accurate use of vocabulary and grammar, the priority is given to whether and how your language use conveys your ideas effectively.

Book Review (20%)

In this information age, reading is and should be one of the primary means to gather information and make informed decisions. Reading is also one of the best ways to learn reasoning and writing skills. This assignment will engage you in an extensive reading task by having you read one book in the following list. These books are chosen because they contain argumentative or thesis-driven writings in real world settings. You can purchase them from booksellers such as Amazon or Kyobo. You can also borrow them from Loyola library or interlibrary loan. These are good books and therefore, owning them is not a bad idea.

- Gladwell, Malcolm (2002). *The tipping point: How little things can make a big difference*. Back Bay Books.
- Cain, Susan (2012). *Quiet: The power of introverts in a world that can't stop talking*. Broadway.

- Osnos, Evan (2014). *Age of ambition: Chasing fortune, truth, and faith in the new China*. Farrar, Straus and Giroux.
- Eagleman, David (2012). *Incognito: The secret lives of the brain*. Vantage.
- Friedman, Thomas & Mandelbaum, Michael (2011). *That used to be us*. Farrar, Straus and Giroux.
- Tannen, Deborah (2006). *You're wearing that? Understanding mothers and daughters in conversation*. Random House.
- Brooks, David (2011). *The social animal: The hidden sources of love, character, and achievement*. Random House.
- Chua, Amy (2011). *Battle hymn of the tiger mother*. Bloomsbury Publishing.

First, bring your book to class on Oct 7th for me to check. Then, based on your reading, write a book review (800-1000 words) and submit it to SCW Writing Management System.

Grading Criteria

- 1) Essential Components (does not meet ... 1 2 3 4 5 ... exceeds)
You should bring the book to class on Oct 7th. The review contains information of the book (Title, Author, Publisher & Year of Publication). Offer your rating from 1 (lowest) through 5 (highest) score.
- 2) Focused Synopsis (does not meet ... 1 2 3 4 5 ... exceeds)
The review offers a general but informative summary of the book highlighting its distinctive features in terms of the content, argument quality, methods, examples, logic and etc. Your summary has to be sufficient enough to inform the readers of the major points of the paper while making it relevant to the thesis you are developing the review.
- 3) Coherent Analysis (does not meet ... 1 2 3 4 5 ... exceeds)
The review offers your analysis of the book through close analysis of the quality of arguments, methodologies of reasoning, styles of development and language use, or any notable characteristics of the book that influence your judgment. Your analysis should be clear, coherent, insightful and accurate based on what you have learned from this course.
- 4) Language use (does not meet ... 1 2 3 4 5 ... exceeds)
The language use in the essay is effective, fluent and adequate without substantial errors or mistakes that often deters or obstruct readers' understanding. The fluent use of language involves a good use of vocabulary, command of grammar and discourse coherent control over various linguistic resources.

Final Argument Essay (25%)

Throughout the course, you have a number of opportunities to read, review and analyze a number of novice and professional writings while developing crafts for convincing thesis-oriented writing. This project is to have you experience the entire process of

building coherent argument, from gathering and reviewing information, brainstorming ideas, selecting and judging information, writing and revising drafts before finalizing it.

This task requires you to review published materials (scholarly articles, internet pages, media reports/commentary and etc.) or carry out small scale of research (survey, interview or document examination) by applying what you learned from the class. The final report should be about 1500-2000 words (plus a title page + references or appendix). The report should be refined and expanded form of the Mini Argument Essay. You need to get my permission if you want to develop an entirely new project by November 20th.

Grading Criteria

- 1) Adequate Source Use (does not meet ... 1 2 3 4 5... exceeds)
The essay presents unique and original ideas about the topic while firmly based on reliable sources through thoughtful and insightful analysis. Include at least 5 external resources other than those assigned in the course. Even when those topics or theses in the source texts may be compelling, you have to personalize or tailor them into your own ways to create your original thinking in your thesis. The originality can be revealed variously, for example, in how you describe/develop particular contents, what kinds of data/examples/logic you use in your argument and how you represent your ideas.
- 2) Application of Course Contents & Methods (does not meet ... 1 2 3 4 5... exceeds)
The essay is based and built upon what you have learned in the course. Otherwise, your essay may not go beyond common-sense knowledge or personal experience. For this reason, the essay should demonstrate accurate understanding of, thoughtful reflections on and insightful application of the course contents. The essay also demonstrates use of some empirical data (i.e., interview, survey, documents or other types of data) that is convincing and coherent.
- 3) Cogency of thesis (does not meet ... 1 2 3 4 5 ... exceeds)
Thesis should be clearly presented. Stating a thesis once is not sufficient. You need to develop it by offering background information, developing logical arguments and substantiating it through evidence/examples. The entire essay should be organized to serve the main thesis consistently and coherently.
- 4) Organization (does not meet ... 1 2 3 4 5 ... exceeds)
The essay has a discernible structure in which all components perform their own role. For example, introduction should inform what the essay is about while offering background, justifying the relevance or importance of the thesis, for example. There should be a section that discusses what other people have done, how their works are relevant to your thesis. The essay contains a section that describes the methods that led you to the finding and conclusions in the paper.

5) Language use (does not meet ... 1 2 3 4 5 ... exceeds)

The language use in the essay is effective, fluent and adequate without substantial errors or mistakes that often deters or obstruct readers' understanding. The fluent use of language involves a good use of vocabulary, command of grammar and discourse coherent control over various linguistic resources.

Letter (4%)

You need to attach one page (250-300 words) letter to the last page of the final paper. In this letter, you should discuss and reflect on how your final paper incorporates, applies and refines various feedbacks you received from me, SCW and/or your classmates during the semester. You are not required to incorporate or agree with all comments you have received. However, you need to justify your decisions of not including some/any of the feedback. You will be graded according to whether your argument in the letter is logical, reasonable and substantial. You can write this letter either in Korean or English.

SCW Consulting (1%)

Sogang Center for Writing (SCW) offers tutoring services for undergraduate students who are to carry out various writing tasks. Once you complete your draft (book review, micro argument essay or final paper), use SCW tutoring service. According to SCW system, you need to submit your draft before your tutoring session. Log-on to SCW web to find tutoring application system (<http://writing.sogang.ac.kr>) and complete the process. Once you have a tutoring session, you will get 1 point.

OTHER NOTICES

Plagiarism

When you copy a sentence or more from the sources without citing them adequately, it becomes plagiarism. I take this matter very seriously. Persons who are suspected of plagiarism will get a penalty (10% of the course score) and warning. The second time will result in an F grade and you will be reported to the school officials.

A Note on Written Assignments

Writing is one of the primary modes of academic communication and it is absolutely critical for you to write clearly. By no means, clarity is easy to accomplish because it involves a diverse array of skills, including knowledge of English structure and rhetoric, of what your audience know, and of how you organize information in writing. The following books might be helpful for you to develop writing skills. 1) *Style: Toward clarity and grace* (1995) by Joseph M. Williams 2) *Line by line: How to edit your own writing* (1986) by Clair K. Cook

Schedule

Mon	Week: Date	Reading (Page numbers)	Assignment & Activity
Sep	W1: 2 4	Introduction	
		Cooper & Patton Ch 1 (1-19)	Writing Sample 1 Analysis: 5 th
	W2: 9 11	No Class: National Holiday	
		Cooper & Patton Ch 2 (20-50)	
	W3: 16 18	Cooper & Patton Ch 3 (51-74)	
		No Class: University Policy	
	W4: 23 25	Cooper & Patton Ch 4 (75-96)	Reading Analysis (Elbow): Due 20 th
Cooper & Patton Ch 5 (97-121)			
W5: 30 2	Cooper & Patton Ch 6 (122-149)		
	Cooper & Patton Ch 7 (150-175)		
Oct	W6: 7 9	Cooper & Patton Ch 7 (175-190)	Bring your book for book review
		No Class: National Holiday	
	W7: 14 16	Copper & Patton Ch 8 (195-208)	
		Gladwell OR Deutscher (215-233)	Jigsaw Reading
	W8	Midterm Examination Period	
	W9: 28 30	Lee (Forthcoming)	
		Writing Sample 2 Writing Sample 3	Statistical Reasoning Writing Sample 2 Analysis: Due 29 th
Nov	W10: 4 6	Schlepppegrell Chap 1 (1-10)	Mini Argument Essay: Due 8 th
		Schlepppegrell Chap 1 (10-20)	
	W11: 11 13	Schlepppegrell Chap 3 (43-49)	
		Schlepppegrell Chap 3 (49-58)	
	W12: 18 20	Schlepppegrell Chap 3 (58-63)	
		Schlepppegrell Chap 3 (63-71)	Reading Review: Due 22 nd
	W13: 25 27	Schlepppegrell Chap 3 (71-76)	
Schlepppegrell Chap 4 (77-88)			
Dec	W14: 2 4	Schlepppegrell Chap 4 (88-98)	
		Schlepppegrell Chap 4 (98-112)	
	W15: 9 11	Shaughnessy Chap 7 (226-240)	
		Shaughnessy Chap 7 (240-256)	Final Argument Essay & Letter: Due 19 th
	W16	Final Examination Period	