



## **ALI 255 — *ADVANCED WRITING***

**American Language Institute — Spring 2017**

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### **Course Rationale**

As emphasized in USC's general statements for international students:

The ability to communicate effectively in English—to read, write and speak the language fluently—is vital to your success as a university student. USC graduate applicants are therefore expected to demonstrate English- language proficiency as part of the application process.”

[<http://www.usc.edu/admission/graduate/international/english.html>]

ALI 255 courses have been designed for students who have already attained a fairly high level of competence in English. The course will develop students' proficiency in written communication in the academic context. Our overall goal is to equip our students with the study and communication skills needed to successfully complete their degrees and to establish a basis for future publications and professional communications.

### **Course Objectives**

Students will learn to distinguish academic / scholarly texts from those of other genres. Students will also learn to

- correctly research, cite, and reference outside sources

- paraphrase and summarize objectively to avoid plagiarism
- improve grammatical accuracy and academic register
- respond critically to material found in reviewing pertinent literature
- draft, revise, and edit academic research papers
- cooperate with peers to improve each other's writing. 2

## Course Structure

Students will be involved in a number of individual writing projects throughout the course. A total of two major papers (one at mid-term, one at the end of the course) of varying length (but no less than five double-spaced pages excluding references) will cover a range of topics appropriate for delivery in an academic setting. Students will submit smaller weekly writing assignments based on the content of each chapter covered in the textbook. Since the central focus in this class is the written text in an academic context, students will be required to produce weekly drafts of their written responses to questions found in the textbook.

### Assessment

This is a CREDIT / NO-CREDIT class, which means that you will not receive a final letter grade on your USC transcript. You will receive the following grades on most assignments so that you are aware of your progress:

CR = Credit NC = No credit Both midterm and final grades will be based on the following:

Homework, quizzes, in-class participation, weekly writing assignments, research papers 1 and 2.

NOTA BENE! You must receive a passing grade in all areas to receive CREDIT for the course. Failure to submit any single writing assignment will likely result in an overall NO CREDIT grade for the course.

It is the prerogative of the instructor to add, omit, or adapt material in accordance with student needs.

## Class Policies and Requirements

Students are required to keep all drafts, correction sheets, peer reviews, and final graded drafts of all major assignments in a portfolio so that both students and instructors may monitor progress at any time. Failure to submit complete portfolios at the end of the course will result in a grade of NC for the course. All homework assignments must be completed by the assigned day and ready for submission at the beginning of class. Students will need to submit both a paper hardcopy and an electronic file version of these papers.

***Late papers will NOT be accepted!***

## Attendance Policy

Students should be punctual and attend every class. Students who miss a class must contact another classmate—not their instructor—to find out about assignments they've missed. Students who cannot attend class on the day on which a major assignment or paper is due are responsible for getting their assignment to class in spite of their absence. If a student misses more than ten hours of class, NO CREDIT will be given for the course. In addition, students who come to class more than ten minutes late will be marked absent for one hour.

## Academic Conduct:

**PLAGIARISM** — presenting someone else's ideas as your own, either verbatim or recast in your own words — is an extremely serious academic offense with very serious consequences.

**Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards:**

[https://studentaffairs.usc.edu/files/2015/11/SCampus-Final-112015\\_v8.pdf](https://studentaffairs.usc.edu/files/2015/11/SCampus-Final-112015_v8.pdf)

Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct:

<http://policy.usc.edu/scientific-misconduct>

Students who plagiarize any section of any written work will automatically receive a NO PASS grade. In addition, a NEGATIVE REPORT will be sent to the office of Judicial Affairs.

**Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity:**

<http://equity.usc.edu>

or to the Department of Public Safety:

<http://dps.usc.edu/contact>

This is important for the safety of the entire USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person.

The Center for Women and Men:

<http://engemannshc.usc.edu/cwm>

provides 24/7 confidential support, and the Sexual Assault Resource Center webpage:

<https://sarc.usc.edu>

describes reporting options and other resources.

### **Support Systems:**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, <http://ali.usc.edu/>, which sponsors courses and workshops specifically for international students.

### **The Office of Disability Services and Programs:**

<http://dsp.usc.edu>

provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information:

<http://emergency.usc.edu>

will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

### **Students with Disabilities**

Any student requiring accommodations based on a disability is required to register with the Disability Services and Programs office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to your instructor as early in the semester as possible. DSP is located in STU 301 and is open from:

0900 - 1700, M–F. The DSP phone number is: 213-740-0776

***DO NOT USE CELL PHONES*** in the classroom out of respect for your peers and your instructor.

### **The Learning Experience**

Our overall goal is to help you communicate to the best of your ability. With this in mind, we hope you will consider the learning process itself as important as the final result. An integral part of this process is learning from mistakes—where there are no mistakes, there is likely no activity taking place. Students should not fear making errors but rather welcome them as another chance to learn and experience the language and culture.

Please note that a common trend in higher education today involves “flipping” the classroom. This means that much of the reading and writing normally required for classes will be done in the student’s own time at home or place of study, and that much of the class time will be used for discussion and interaction. Since for most people, writing and oral discussions are closely related and often involve teamwork deliberations, this type of student-student interaction will be key to your overall progress on the course.

***Active Participation Is Required!***

We hope that you will enjoy and profit from the interaction taking place between both students and instructors and students among themselves. In the end, we all learn from each other.

Welcome to ALI 255 and enjoy the time you spend with your colleagues in active communication!

**Required Textbook:**

JJ Polk, *English in Global Contexts. Proficiency Tasks for Aspiring Learners* (Los Angeles: Global Touchstones, 2015).

**Recommended Course Materials:**

1. Collins resources in applied linguistics available at:

<http://www.collinslanguage.com/language-resources/>

2. Articles and exercises downloadable from the class Blackboard site, which you can enter by using your USC username and password. The URL is: <<http://blackboard.usc.edu/>>

3. Field-specific style manuals. See:

<http://pitt.libguides.com/citationhelp>

<http://www.ieee.org/documents/ieeecitationref.pdf>

<http://www.library.cornell.edu/resrch/citmanage/apa>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://owl.english.purdue.edu/owl/section/2/>

4. The *Chicago Manual of Style*

5. Bryan A. Garner, *The Chicago Guide to Grammar, Usage, and Punctuation* (Chicago: University of Chicago Press, 2016)

**Scheduled assignments and class work:**

Week One:

Initial discussion of three key areas of applied linguistics including pragmatics and its importance for the overall communication process. The importance of register and analysis and weighting of non-native speaker errors.

Week Two:

Unit One of textbook with special focus on citation formats and register in English. Colloquial vs formal language.

Week Three:

Unit Two of textbook. Focus on writing about comparisons. Grammar of dependent clauses and collocations.

Week Four:

Unit Three of textbook. Students' group discussions of cultures and communication styles. Group writing project.

Week Five:

Submission of mid-term individual research topics and initial outlines of research paper.

Week Six:

Presentation of individual student papers with group + instructor feedback.

Week Seven:

Unit Four of textbook with student presentations of individual text-bases analyses of Unit 4 content.

Week Eight: 6

Unit Five of textbook with group-based discussions and written analyses of chapter content.

Week Nine:

Unit Six of the textbook with summary quizzes of previous grammar and vocabulary tasks.

Week Ten:

Unit Seven of the textbook with group-based discussions of the material covered in this unit.

Week Eleven:

Unit Eight with individual presentations of chapter content and general class discussion.

Week Twelve:

Unit Nine with group-based presentations of chapter content and general class discussion.

Week Thirteen:

Unit Ten with summary quizzes of previous grammar and vocabulary tasks.

Week Fourteen:

Unit Eleven with individual presentations of topics related to students' major fields of study. Finalization of topics and outlines of end-term research paper.

Week Fifteen:

Final review of content + general discussion of Unit Twelve in the textbook. Presentations of students' final papers.