

ALI 245: High Intermediate Writing Skills (2 units)

Section No.: 10132R

Instructor: Nina Kang

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Classroom: THH 107

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Class time: MTWR 1:00-2:50

Office Hours: Tues/Thurs 11:30-1

Midterm Assessment: week of 6/3

**End-of-Term Assessment: 6/24
(Mon)**

**Summer Session Period:
May 15 – June 25, 2018**

**Summer Session Holiday:
May 27, 2019 (Mon) Memorial Day**

According to USC: “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.”¹ A degree from USC signifies that the holder has achieved the proficiency in English that is required for professional and academic endeavors.

Course Description

This course has been designed to give you the academic writing skills needed to succeed in an American university and be prepared for an academic or professional world. Readings and assignments cover major components of academic writing, including genre-specific rhetorical organization and styles, data commentaries, paraphrasing, summarization, and citation. These units also cover specific language issues (grammar, vocabulary, academic and professional register) that can be difficult for non-native speakers of English.

Course Objectives

This course is designed to prepare you for professional writing experiences. By the end of the course, you should be able to:

- Craft texts in different genres (e.g., summary, problem statement, annotations, etc.).
- Produce an original academic research paper in your field of studies.
- Practice analysis in written form through synthesis of academic papers.
- Provide constructive feedback to peers on their written work, and address issues identified by the instructor and peers when revising one's own written work.
- Correctly use the preferred citation style (e.g., IEEE, APA) in your field of studies.
- Use standard written English's conventions or grammar, spelling, and punctuation.
- Learn strategies to avoid plagiarism and other forms of academic dishonesty.

¹ English Proficiency. Office of Graduate Admissions: English Proficiency. Retrieved on August 16, 2018, from <https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/>

Course Materials

Recommended: Frodesen, Jan & Wald, Margi. (2016). *Exploring options in academic writing: Effective vocabulary and grammar use*. Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03426-0)

Recommended: Swales, John M., & Feak, Christine B. (2012) *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03475-8)

There is no textbook required for the course. However, you are expected to access selected chapters of books/articles through ARES: <https://reserves.usc.edu/ares/>
Additionally, selected websites and handouts will be loaded onto USC Blackboard website: <https://blackboard.usc.edu> for course assignments and readings. You will find these under the “Course Content/Assignments” section of Blackboard.

Late Assignments

Late assignments are not accepted except in the case of serious personal emergencies and with the prior approval of your instructor. You should therefore work on assignments well before the due date so that it will not have as big of an impact on your work.

Office Hours

Your instructor has scheduled regular office hours for one-to-one meeting with students. Office hours provide you with a time to ask questions and discuss the course content. If you are unable to attend the scheduled office hours, please feel free to contact your instructor and set up a time to meet.

ALI Attendance Policy

Improving proficiency in a second language requires practice; hence, it is important that you not miss classes. If you find it absolutely necessary to be absent from class because of illness or an emergency, keep in mind that you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information - identify a classmate who will help you.

More than 6 hours of absence will result in a course grade of NC (no credit). Absence is counted for *any* reason, including illness, emergencies, and conference attendance. (Athletes, please note that a written excuse for absence due to competitions must be filed with the ALI Student Advisor.)

Assessment

This is a credit/no credit (CR/NC) class, which means that you will not receive a final letter grade (A/B/C/F) on your USC transcript. Assignments are given to prepare for and practice material that is covered in class. Since this is a proficiency-based course designed to help improve your academic writing skills, your proficiency in these skills at the end of the course determines your final assessment. Therefore, it is in your own interest to do your best. Do not expect your writing ability to improve simply by coming to class and putting minimum effort into your assignments. You will be expected to demonstrate significant and meaningful improvement in your writing skills by the end of the semester.

To help the instructor evaluate your writing progress and proficiency, the course grading will be based on a 100% grading scale with the following breakdown.

Assignments	Percentage of Total Grade
Selected writing assignments	35%
Midterm Exam	20%
Writing Assessment	15%
Final Research paper	30%

Midterm & Writing Assessment

Students are required to pass the midterm and writing assessment with a score equivalent to 70% in order to receive credit for the course. The Midterm will include course material covered up to that point in the semester. The writing assessment, which is cumulative, will require students to demonstrate writing skills reflecting significant, meaningful, and verifiable progress.

Writing Assignments

Graded writing assignments will be assigned at the discretion of the instructor and may include the following: Process Writing, Extended Definition, Process Description, Literature Review, Annotated Bibliography, Critical Reviews, and Summary Writing.

Professional Writing

Students may have the opportunity (if time and/or interest) to develop a professional writing portfolio consisting of cover letter, resume, bio-statements, etc. Other aspects of professional writing, such as email and letters of complaints may be discussed in class.

Final Research Paper

The major assignment for this course is a Final Research Paper. The purpose of the final project is to provide you with an experience of writing a research paper as a specialist in your field. The final project requires demonstration of a number of distinct academic writing skills in both creation and presentation of your paper. Note, your topic must be approved prior to officially starting your research writing process. You may NOT change your topic without instructor's approval. Be thoughtful and conscientious about your topic choice.

The Final Research Paper must meet the following requirements:

- Approximately 5-8 pages in length (double-spaced) in 12-point font
- Minimum of 2 illustrations (e.g., table, graph, chart) with data commentary
- Minimum of 5 scholarly sources (preferably peer-reviewed journals)
- Documentation of sources using the style in your field (e.g., APA, IEEE)
- "Reference/Works Cited" page at the end of your essay where you list the sources you used in your paper (not counted towards the required minimum)

Academic Conduct and Support Systems

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with 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. 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/>.

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 whole 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.

Relationship and Sexual Violence Prevention & Services, <https://engemannshc.usc.edu/rsvp/counseling-services/>, offers counseling free of charge, and the *Title IX Office* webpage, <https://titleix.usc.edu>, describes reporting options and other resources.

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.

Classroom Courtesy

As a courtesy to your classmates and teacher, please make sure that your cell phones are off during class time and refrain from conversation when your teacher or others are talking. Text-messaging is distracting, please stay focused on the class activities for maximum benefit. Also, please use English only in the classroom.

Use of Technology

Computer use as a tool to learning is acceptable in the classroom, but please keep in mind the importance of being courteous and attentive to the professor and other students when they are speaking. In other words, NO social media use should go on during class time.

Course Schedule*

WEEK	TASK	HOMEWORK
1 5/15, 16	W: Diagnostic R: Bio-statement / Email Writing	Bio-statement
2 5/20-23	M: Professional Writing T: Professional Writing, cont. W: EOAW (vocab develop), chp 1 R: Summary Writing / Verbs	Summary #1 EOAW, chp 10 EOAW, chp 1
3 5/27-5/30	M: HOLIDAY T: Summarizing/Paraphrasing Ex. W: Academic Writing R: AWGS, Unit 1 (ARES)	Summary #2 AWGS, unit 1
4 6/3-6	M: AWGS, Cont. / Verbs T: General-Specific (Term Definition) W: MT Review R: Midterm Exam	Problem Solution Passage Term Definition Topic Proposal
5 6/10-13	M: Library Orientation / Citations T: Final Research Paper W: Problem-Solution Text R: Consultations	Final Paper (Draft 1 – 2pgs) AWGS, unit 3
6 6/17-20	M: Consultations T: Data Commentary W: Hedging/Qualifications R: Grammar Workshop (Article usage)	Final Paper (Draft 2 – 2-3 pgs) EOAW, chp 9
7 6/24, 25	M: Writing Assessment T: Writing Assessment	Final Paper DUE on Bb on June 25, 11:59PM

**Subject to change at instructor's discretion*