

ALI 245: Academic and Professional Writing Skills III (2 units)**Section No.: 10134****Instructor: Nina Kang****Office: PSD 106J****Classroom: LVL 3B****Email: ninakang@usc.edu****Class time: TTh 9:30-10:50am****Office Hours: T/Th 2-3pm and
by appointment****Midterm Exam: March 5 (TBC)****Writing Assessment: April 21 (TBC)****Semester Holidays:****Jan. 20 (Mon) – MLK’s Birthday****Feb. 17 (Mon) – President’s Day****Mar. 15-22 – Spring Recess****Last Day of Class:****May 1**

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

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.

¹ English Proficiency. Office of Graduate Admissions: English Proficiency. Retrieved on August 23, 2019, from <https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/>

- Correctly use the preferred citation style (e.g., IEEE, MLA) 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.

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)

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**. In case of serious personal emergencies, consult with 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 whether you will need an additional class or not.

Therefore, it is in your own interest to do your best on each assignment. Do not expect your writing ability to improve simply by coming to class and putting minimum effort into your assignments.

COURSE ASSIGNMENTS & EXAMS

There will be in-class tests and home assignments during the semester. These serve as self-assessment for you to see your strength and weaknesses as well as for the instructor to see areas where additional instruction is necessary. The in-class midterm, final exam, and the final research paper, together with the on-going evaluation of your work will help the instructor assess your writing skills. To help the instructor evaluate your writing progress and proficiency, the course grading will be based on the following breakdown.

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

Course Assignments & Exam

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Midterm & End-of-Term 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 (of books, products, or movie), and Summary Writing.

Professional Writing

Students will have the opportunity 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 (which we will cover in the course of the semester) of your paper. Please note, your topic must be approved prior to officially starting your research writing process. You may NOT change your topic without instructor's approval.

Therefore, be thoughtful and conscientious about your topic choice.

The Final Research Paper must meet the following requirements:

- Approximately 5-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)

Final papers must be turned in by the due date unless a student has experienced a serious emergency (contact the instructor). In addition to submitting a hardcopy of the paper, student may be additionally asked to submit their final paper to turnitin.com via Blackboard to ensure that the work is not plagiarized.

A Statement on Academic Conduct and Support Systems

Academic Conduct:

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

studenthealth.usc.edu

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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. If you need to take an important call, step outside. If you're falling asleep, step outside. Please stay focused on the class activities for maximum benefit to you and your classmates. Also, please **use English only** in the classroom.

Use of Technology

Computer use as a tool to learning may be acceptable in the classroom, but it is NOT ALLOWED unless instructed otherwise. Use of the computer/technology can be very distracting to classmates around you. NO social media use should go on during class time.

Course Schedule*

WEEK	TASK	HOMEWORK
1	Diagnostic Course Introduction	Response Writing to selected article
2	Professional Writing (Bio Statements, Resume, Cover Letter, Email)	Bio Statement, Email
3	Cont. Professional Writing EOAW, ch. 1 (vocab development)	Resume/CV, cover letter Ch. 10, TBD
4	Summary/Paraphrasing Skills, EOAW, ch. 10 Academic Integrity & Citation	Summary Writing Cont. revising prof writings
5	Approach to Academic Writing Unit 1, pp. 4-49 (available via ARES)	Unit 1, TBD
6	EOAW, ch. 2 (verbs) General-Specific Text	Term Definitions Ch 2-3, TBD
7	EOAW, ch. 3 (verbs, cont.) Midterm Review	Take-home Practice Midterm
8	MIDTERM EXAM	Summary Writing
9	Final Research Paper / Style Guides Library Orientation @VKC Library (TBC)	Topic Proposal Outline & References
	SPRING BREAK (March 15-22)	
10	Problem-Solution Text EOAW, chs. 4-5 (causal relationships)	Chs 4-5, TBD
11	EOAW, chs. 7-8 (cohesion) Writing Day **NO CLASS on 3/31**	Chs. 7-8, TBD
12	Data Commentary, EOAW, ch. 9 Hedging/Qualification	Ch. 9, TBD Writing Final Paper
13	Grammar & Writing Workshop Consultations	Writing Final Paper
14	Writing Assessment Consultations	Writing Final Paper
15	**Final Paper Due**	

**Subject to change at instructor's discretion*