



## **ALI 225-10104: Academic and Professional Writing Skills I Spring 2021**

**Professor Kimberley Briesch Sumner**  
**Email:** [kbriesum@usc.edu](mailto:kbriesum@usc.edu)  
**Office Hours:** By Zoom appointment

**Course Info:** TTR 11:00 am-12:20 pm (PST)  
**Office:** Royal Street Structure 106

### ***Course Description***

ALI 225 is a Level I writing course for both undergraduate and graduate international students. This course explores aspects of written language in the American university setting including skills in reading comprehension and fluency, vocabulary building, writing, and written grammar. Students will develop reading fluency and comprehension and will gain vocabulary strategies to improve vocabulary knowledge. Students will also learn to communicate their ideas in written English using academic forms. Review of key written grammar forms with an emphasis on error identification is also included in course study. Students are expected to complete all assignments. Students should expect to develop autonomous and collaborative skills both in and outside of the classroom.

### ***Learning Objectives***

The goal of this course is to help improve various aspects of written communication of American English to help facilitate and meet the needs of university-level academic coursework. Your professor will focus on various language and communication topics in order to support your maximum development as learners and participants at this university.

### ***Technological Proficiency and Hardware/Software Required***

The online nature of this course and others you may be taking this semester will require a computer/laptop with Internet capability in a private setting. If your connection is weak and you are using a wireless connection, try using a hardwire system to strengthen your connection. You will also need video capabilities and will require sound to participate appropriately. An occasional day of poor Internet service may occur and is understandable, but your Internet should be consistently strong enough to support both audio and video throughout the duration of class. You may find your learning and classroom performance will be more rewarding with an aftermarket webcam and a headphone set with mic, which can improve the delivery of presentations. Finally, you will need access to word processing software such as MS Word in order to hand in professional-looking assignments. If you find you have trouble with any of these requirements, please contact me immediately and check out the resources below that USC has available to support students.

### ***USC technology rental program***

I recognize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants and distribute equipment to eligible applicants prior to the start of the semester.

## USC Technology Support Links

[Blackboard help for students](#)

[Software available to USC Campus](#)

### Required Course Materials

- Computer/laptop with Internet capability in a private setting (not an Internet café). If your connection is weak and you are using a wireless connection, it may be helpful to use a hardwire system to strengthen your connection. An occasional day of poor Internet service may occur and is understandable, but your Internet should be consistently strong enough to support both audio and video throughout the duration of class.
- Video and sound with microphone capabilities.
- Baker, L., Brinks Lockwood, R., & Donnalley Sherman, K. with series consultant Folse, K. S. (2018). *Grammar for Great Writing C*. National Geographic Learning Publishers.
- A way to take notes during class and during group work. I recommend either 1) college rule standard 8.5" x 11" loose-leaf notebook paper or a 2) college rule notebook.
- A system to keep course handouts. I recommend either to save handouts on your local computer in a course folder or to print them and keep in a small 3-ring binder or 2-pocket folder.
- You must have in-class access to an ESL or American English-English dictionary. Apps such as Dictionary.com and Merriam-Webster are excellent resources, but dictionaries which only give translations are not sufficient.

### Major Course Requirements and Grade Breakdown

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|---|-----|
| • In class Assignments, Attendance, and Class Participation | 25% |
| • Homework and Writing Assignments                          | 25% |
| • Mid-semester assessment                                   | 25% |
| • End-of-Semester assessment                                | 25% |

### Grading Procedures and Course Assessment/Completion

To receive credit for this class, students must:

- Attend classes regularly and arrive on time.
- Keep your Zoom camera on during class.
- Participate actively. Active participation consists of daily attendance and interaction with the professor/classmates on all group work in the classroom and out in English. In order to earn full participation points, you must communicate in English. If the professor needs to ask you repeatedly to speak in English, you will not receive a passing participation grade.
- Complete ALL course requirements successfully (a course average of less than 70% will result in a grade of NC). A successfully completed assignment is finished on time, is thorough, and is of high quality.

ALI 225 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 (i.e., it will not affect your GPA). Assignments are given to prepare for and practice material that is covered in your textbook and in class. Since this is a proficiency-based course designed to help improve your academic writing skills, your proficiency 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 to participate fully in every assignment.

Upon completion of ALI 225, many students have not achieved a release level of English mastery and will be required to take an additional writing course (typically ALI 235 Academic and Professional

Writing Skills II) for more skill development and practice. Moreover, students who show minimal improvement in their writing skills may be required to retake ALI 225. In other words, even if you receive credit for ALI 225 for doing all the assignments, you may be required to take ALI 225 again or take an additional writing skills class if your writing level does not meet ALI's standards for the next level or for release. Do not expect your writing ability to improve simply by coming to class and putting minimum effort into your assignments. It will take diligent effort on your part. **As you probably know, very few students make significant progress if they don't work to improve their skills.**

You will have access to your course grade throughout the semester via Blackboard "My Grades." We will also discuss your course progress at mid-semester, but please feel free to discuss your grades with me at any time throughout the semester.

**ALI ATTENDANCE POLICY AND TARDINESS (BEING LATE TO CLASS):** Students should attend every class and be punctual. If you have 3 hours of absence, it must be reported to the ALI student advisor. **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, conference attendance, and when other professors schedule meetings, project presentations, and exams during our class time. (Athletes, please note that a written excuse for absence due to competitions must be filed with the ALI Student Advisor).

Attending class on time is also important since tardiness is an inconvenience to your classmates and professor. Coming to class late will also count towards the number of hours missed. Students who come to class more than 10 minutes late will also be marked absent rounded up to the next 30 minutes. Students consistently arriving more than a couple minutes late to class may also be marked absent for the time missed.

#### **HOMEWORK/ASSIGNMENTS POLICIES**

- All homework assignments should be completed by the due date. Some major course projects will be completed in stages and will require regular homework to be handed in on time to demonstrate progress.
- If you need more time to complete a homework assignment, please contact me as soon as possible (NOT during class on the day the work is due) and request an extension. Reasonable accommodation can be made for these requests. Bear in mind that frequent requests for extensions (more than 2 or 3 times during the semester) will not always be granted.
- In the event that a homework assignment is handed in late without an approved extension, it can still be evaluated by the instructor and graded, but then will receive a reduction in points equivalent to one letter grade for each day the assignment is late. Do not let this occur on a regular basis as it will quickly affect your ability to receive "credit" in this class; it can result in a "No Credit" and requirement to repeat the class next semester.
- If you are unable to attend a class, you are still responsible to submit any homework due on the day you are absent. Please be sure you submit your work via Blackboard, Google Drive, or e-mail submission on time unless you have requested an extension AND it has been approved by the professor.
- There are no make-up days for exams. Therefore, it is not in your best interest to miss these important class days!! This includes scheduling conflicts caused by other professors who schedule meetings, project presentations, and/or exams during our class time. In the rare yet possible occasion when this occurs, **it will be your responsibility to inform me and your other professor of the class conflict as soon as the conflict is evident** so that some accommodation can be worked out. In the event of any extreme emergency prior to an exam, please contact me as soon as possible.

## **CLASSROOM COURTESY AND ETIQUETTE**

- As a courtesy to your classmates and professor, please refrain from chatting with classmates when others are talking.
- The goal of this class is to improve your skill in all aspects of written English including reading, writing, vocabulary, and grammar. Since this is an English class, the focus will be on communicating in English. Please use English as your mode of communication at all times while in the classroom and break out rooms/groups. Also, while it is understandably easier to speak your native language to others from your home country, this can be uncomfortable to others in the class who don't speak your language and certainly defeats the purpose of being in an English class, so please use English only in the classroom.
- If you need to look up an unfamiliar word, first consider asking the professor to explain the meaning or give a synonym; your question may help others with the same question and can create an opportunity for classroom learning.
- Use of electronic devices during class for purposes other than class participation can be distracting. In order to promote a learning environment conducive to discussions and focused practice with your instructor and classmates, please do not use cell phones, laptops, iPads, etc. during class unless using them to participate in the class or classroom activities. Reserve time to check your e-mail, surf the web, text message, etc. for break time or before/after class.
- If you have a question or concern about your ability to follow any course policy, please send me an email prior to class, so we can discuss expectations and make any appropriate accommodations needed.

### ***Classroom Norms***

It is my sincere hope that you will always feel welcome to participate during whole class presentation and discussion. In this way you are welcome to and in fact encouraged and expected to ask questions or comment on classroom material being presented. If the professor asks a question, the expectation is that all attendees respond in some way. Ways to respond may be verbally (in this case unmute yourself) or non-verbally with a shake or nod of the head. Smiling and eye contact with the screen during the class also indicates attentiveness and interest in the class and is a valued cultural norm in the United States.

With this being said, in small group activities be sure that you balance your listening time with speaking time. If you tend to speak less in group activities, really work to speak up more frequently to help balance the interaction with others. Listening is an important value in conversation, but giving your opinion or expressing your thoughts is very important as well. Similarly, if you tend to offer your opinion or speak more than others, be aware of this tendency and encourage others to offer their opinion more frequently. Work to listen with interest to what other participants contribute.

### ***Synchronous session recording notice***

All synchronous sessions of this course will be recorded and provided to students asynchronously upon request.

### ***Sharing of course materials outside of the learning environment***

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

### ***SCampus Section 11.12(B)***

*Distribution or use of notes or recordings based on university classes or lectures without the express*

*permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

**ACADEMIC INTEGRITY:** 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*, <http://studentaffairs.usc.edu/scampus/>. 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/>.

General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that original work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, if there is any suspicion of academic dishonesty.

**EMERGENCIES:** 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.

## **SUPPORT SYSTEMS:**

**WRITING AND LANGUAGE:** 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 - (213) 740-0776** [dsp.usc.edu](http://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. Any student requiring accommodation 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 me as early in the semester as possible.

**STUDENT HEALTH COUNSELING SERVICES - (213) 740-7711 – 24/7 on call**

[engemannshc.usc.edu/counseling](http://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](http://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](http://studenthealth.usc.edu) Free and confidential therapy services, workshops, and training for situations related to gender-based harm. 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.

**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 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.

**OFFICE OF EQUITY AND DIVERSITY (OED)** - (213) 740-5086 | *Title IX* – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**REPORTING INCIDENTS OF BIAS OR HARASSMENT** - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplcity.com/care\\_report](http://usc-advocate.symplcity.com/care_report)

Avenue to report incidents of bias, hate crimes, and micro-aggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

**USC CAMPUS SUPPORT AND INTERVENTION** - (213) 821-4710  
[campussupport.usc.edu](http://campussupport.usc.edu)

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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu) Non-emergency assistance or information.

## ALI 225 Course Calendar SPRING SEMESTER (TTR)

Dates	Weekly Chapters
<b>Week 1</b> 1/19-Day 1 1/21-Day 2	Course Introduction and Requirements; Student Introductions  Diagnostics
<b>Week 2</b> 1/26-Day 3 1/28-Day 4	Reading Discussion and Vocabulary  <i>Grammar for Great Writing</i> Unit 2: Writing about the Past p. 18-33. Appendix 4: Irregular Verbs p. 230
<b>Week 3</b> 2/2-Day 5 2/4-Day 6	<i>Grammar for Great Writing</i> Unit 2: Writing about the Past p. 18-33. Appendix 4: Irregular Verbs p. 230.  <i>Grammar for Great Writing</i> Unit 3: Using the Present Perfect p. 34-45.
<b>Week 4</b> 2/9-Day 7 2/11-Day 8	<i>Grammar for Great Writing</i> Unit 3: Using the Present Perfect p. 34-45.
<b>Week 5</b> 2/16-Day 9 2/18-Day 10	Reading Discussion and Vocabulary: <i>The Daily Trojan</i>  <i>Grammar for Great Writing</i> Unit 4: Using Word Forms p. 46-57.
<b>Week 6</b> 2/23-Day 11 2/25-Day 12	<i>Grammar for Great Writing</i> Unit 13: Writing with Sentence Variety p. 178-193.
<b>Week 7</b> 3/2-Day 13 3/4-Day 14	<i>Grammar for Great Writing</i> Unit 13: Writing with Sentence Variety p. 178-193.  <b>3/4: MID-SEMESTER ASSESSMENT</b>

<b>Dates</b>	<b>Weekly Chapters</b>
<b>Week 8</b> 3/9-Day 15 3/11-Day 16	<i>Grammar for Great Writing</i> Unit 15: Writing with Connectors p. 208-223.
<b>Week 9</b> 3/16-Day 17 3/18-Day 18	<i>Grammar for Great Writing</i> Unit 1: Nouns and Noun Phrases p. 2-17.  <i>Grammar for Great Writing</i> Unit 6: Using Modals p. 74-89.
<b>Week 10</b> 3/23-Day 19 3/25-Day 20	<b>3/23: USC WELLNESS DAY (NO CLASS)</b>  <i>Grammar for Great Writing</i> Unit 8: Passive Voice p. 106-119.
<b>Week 11</b> 3/30-Day 21 4/1-Day 22	<i>Grammar for Great Writing</i> Unit 9: Writing with Participial Adjectives p. 120-131.
<b>Week 12</b> 4/6-Day 23 4/8-Day 24	<i>Grammar for Great Writing</i> Unit 11: Adverb Clauses and Reduced Adverb Clauses p. 148-163.
<b>Week 13</b> 4/13-Day 25 4/15-Day 26	<i>Grammar for Great Writing</i> Unit 10: Adjective Clauses and Reduced Adjective Clauses p. 132-147.
<b>Week 14</b> 4/20-Day 27 4/22-Day 28	<b>4/20: End-of-semester assessment</b>  <b>4/22: USC WELLNESS DAY (NO CLASS)</b>
<b>Week 15</b> 4/27-Day 29 4/29	<b>4/27: LAST DAY OF CLASS</b>  <b>4/29: NO CLASS (ALI ALL-FACULTY WORK DAY)</b>

\*\*Professor reserves the right to alter assignments and due dates depending on individual course section needs.