ALI 245: Academic and Professional Writing III (2 units)
Spring 2021 Online – January 19 – April 27

Section No.: 10138

Instructor: Dr. Tracy Levin   **Email: tlevin@usc.edu**

Class time: T/Th 12:00 – 1:20PM   **Office Hours: By appointment**
Classroom: Recurring ZOOM link on Blackboard

<u>Semester Holidays and Important Dates</u>
Wellness Days: Mar. 23 (T) & Apr. 8 (Th)   **Assessment:**
Midterm Exam (TBC): Mar. 8 (TBC)   **Final Paper due: April 29**
Last Day of Class: Apr. 27 (ALI) (USC Apr.30)

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 provide you with the academic writing skills needed to succeed in an American university and be prepared for an academic or professional environment. Readings and assignments will cover major components of academic writing, including genre-specific rhetorical organization and styles, data commentaries, paraphrasing, summarization, and citation. These units will also cover specific language issues (grammar, vocabulary, academic and professional register, concision, coherence, and cohesion) 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 your own written work.
   -   Correctly use the preferred citation style (e.g., IEEE, MLA, APA) in your field of studies.
   -   Use standard written English conventions of grammar, spelling, and punctuation.
   -   Learn strategies to avoid plagiarism and other forms of academic dishonesty.

[1] English Proficiency. Office of Graduate Admissions; Retrieved on August 13, 2020, from https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/

Course Materials

Required:
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)

Barrios, Luis Otavio (2016).*The only academic phrasebook you'll ever need: 600 examples of academic language, 1st Edition.* Createspace Independent Publishing Platform (ISBN: 1539527751, 9781539527756)

- You are expected to access and print out selected chapters of books/articles I will provide through ARES: https://reserves.usc.edu/ares/

- Additionally, selected websites and handouts will be loaded onto the USC Blackboard website: https://blackboard.usc.edu for course assignments and readings. You will find these under the "Course Content" and "Assignments" sections of Blackboard. During the course, you will also be required to find academic journals that specifically address issues related to your Final Research Paper.

- **You are responsible for checking announcements on Blackboard daily and for reading and responding to emails regarding coursework and course materials in a timely manner.**

Late Assignments
Late assignments will **NOT** be accepted. You should therefore work on assignments well before the due date so that you can get the appropriate feedback, which is essential to improving your writing skills. In the case of serious personal emergencies, you will need to consult with me.

Consultations
At certain times in the semester, we will have scheduled one-on-one consultations to discuss your work during our regularly scheduled class time and at mutually convenient times for both of us. You are also encouraged to make additional appointments with me via ZOOM throughout the semester to go over any questions you may have.

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 for mastering all information presented during your absence. Do not ask me 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. If you are **more than 10 minutes late to class**, **you may be marked absent for <u>one</u> full hour of the class**

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, <mark>your proficiency in these skills at the *end* of the course determines whether you will need to take an additional course.</mark>

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. You will be expected to demonstrate significant and meaningful improvement in your writing skills by the end of the semester.

To **help me 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 (including all drafts and **careful revisions/proofreading and editing)**	30%
Midterm Examination/Assignment	20%
Writing Assessment/Grammar Quizzes	10%
Final Research paper and presentation -	40%

Course Assignments & Exams/Quizzes
There will be in-class tests and homework assignments during the semester. These will serve as a self-assessment for you to see your strengths and weaknesses as well as for me to see areas where additional instruction is necessary.   The midterm exam, end of term Writing Assessment, and the final research paper, together with the on-going evaluation of your work will help me assess your writing skills.

Grading
Students are required to pass the midterm, writing assessment, and the final paper **with an overall score equivalent to 70% in order to receive credit for the course**. The midterm and final writing assessment will include course material covered during the semester. The writing assessment and the final paper, which are cumulative, will require students to demonstrate writing skills reflecting significant, meaningful, and verifiable progress. All drafts of papers must be turned in and will

count toward your final grade, not just the final drafts, so paying careful attention to proofreading and editing your first and subsequent drafts, making significant changes and applying the skills learned in class will be important.

Writing Assignments

Graded writing assignments will be assigned at the discretion of the instructor and may include the following: extended definitions, summarizing and paraphrasing, synthesis writing, mini-literature reviews, and annotated bibliographies. There will be at least two drafts of each writing assignment.

Professional Writing

Depending on student interest and time, students will have the opportunity to develop a professional writing portfolio consisting of cover letters, resumes, bio-statements, etc. Other aspects of professional writing, such as email etiquette and letters of complaint may be discussed in class.

Final Research Paper and Presentation with Power Point

The major writing 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 my approval.

Therefore, be thoughtful and conscientious about your topic choice.

The Final Research Paper must meet the following requirements:
- Approximately **8-10** pages in length of written text **(double-spaced)** in 12-point font (**NOT including** illustrations or your Works Cited/References list)
- Include at least one illustration (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)
- PLAGIARISM is not acceptable and will result in a failing grade on the paper.

Drafts of final papers are required and all drafts of the final papers must be turned in by the due dates unless a student has experienced a serious emergency (contact the instructor). **** IMPORTANT -- Students will be asked to submit their final papers to turnitin.com via Blackboard to ensure that the work is not plagiarized**.

LockDown Browser + Webcam Requirement

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

USC University of Southern California

Watch this brief video to get a basic understanding of LockDown Browser and webcam features.

https://www.respondus.com/products/lockdown-browser/student-movie.shtml

==Download Instructions==

Download and install LockDown Browser from this link:
https://download.respondus.com/lockdown/download.php?id=945755274

Once InstalledStart LockDown Browser Log into Blackboard LearnNavigate to the test

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

==Guidelines (when taking the test)==

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted (books, papers, etc.)
- Remain at your computer for the duration of the test
- **If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam**

- **To produce a good webcam video, do the following:**

- Avoid wearing baseball caps or hats with brims.
- Ensure your computer or device is on a firm surface (a desk or table).
- Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move.
- If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete.
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window).
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

==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.

ZOOM Classroom and General Classroom Courtesy

As a courtesy to your classmates and professor, please make sure you come to class on time, turn on your video, mute yourself (when not speaking), and fully engage in the class instruction. Please stay focused on the class activities for maximum benefit to you and your classmates.

 Please have your video on during class and make sure your whole face is showing. This is essential for clear communication, interaction and participation. Of course, you are welcome to use a virtual background or blank wall behind you for privacy.

Course Schedule*

WEEK/S	TASKS	HOMEWORK
1 1/19-1/21	Wed. 1/20: Writing Diagnostic Course Introduction	Review Course Syllabus on BB Read Bio-statement handout and complete questions for 1/26
2 1/26-1/28	Professional bio-statement /email etiquette.	Bio-Statement/email request Review and correct Language Error Correction Symbol handout examples.
3 2/2-2/4	Writing Feedback - Review Language Error Correction symbols. Summary/Paraphrasing Skills, EOAW, ch. 10 (Reporting Verbs)	Summary & Paraphrasing Exercises EOAW Ch. 10
4 2/9-2/11	EOAW, ch. 1 (vocab development) EOAW, ch. 1 (vocabulary, collocation, register) Academic Integrity & Citation	Summary #1
5 2/16-2/18	Verbs/Modals (EOAW Chs. 2-3 – or other targeted language areas TBD)	Summary #1 Revision Summary #2 with Response Assignment
6 2/23-2/25	Approach to Academic Writing AWGS Unit 1, pp. 4-49 (available via ARES) Formal vs informal language Synthesis vs summary writing	AWGS Unit 1 TBD/ Summary #2 with Response Revision Synthesis/Mini-literature review (mini-literature review) Select Journal article from your field
7 3/2-3/4	**Introduction to Final Research Paper & Topic** proposals for final research paper (problem-solution/cause-effect/compare-contrast) **Prep. For Midterm Exam/Writing Assignment** (TBD)	Topic proposal for final research paper
8 3/9-3/11	**Midterm Exam** **Midterm consultations**	Topic Proposal/working outline
9 3/16-3/18	**Library Orientation/Library Research skills** TBD – Database Research for Final research paper	Thesis statements vs purpose statements

	Style Guides Midterm Consultations/Final Paper Planning/organization: Thesis statements/purpose statements & Outlines Annotated Bibliographies	Outline & References for final papers Annotated Bibliography Writing EOAW chs 4-5, TBD
10 3/23*-3/25 **WD 3/23**	**NO CLASS on Tues. 3/23: Wellness Day** General to Specific (Introductions) EOAW, chs. 4-5 (causal relationships) Problem Solution text/ Problem Statement/Outlining/Literature Review	Chps 7-8 TBD Draft 1 of Research paper (Introduction)
11 3/30-4/1	EOAW chs. 7-8 (cohesion) EOAW, ch. 9 Data Commentary	EOAW Ch 9, TBD Draft 2/Body
12 4/6-4/8	Hedging/Qualification Consultations	Draft 3
13 4/13-4/15	Grammar & Writing Workshop (Language areas TBD) Writing Consultations	Continue writing and revising
14 4/20-4/22* WD: 4/22	**NO CLASS on Thurs. 4/22 Wellness Day** **Writing Assessment/Consultations**	Editing/Final revisions
15 4/27	**Last day of class – Tuesday, 4/27 (no class on Thurs. 4/29)**	**Final Paper Due Thurs. 4/29**

Subject to change at instructor's discretion