

## **ALI 245: High Intermediate Writing Skills (2 units)**

**Section No.: 10132**

**Instructor: Nina Kang**

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**Class time: MTWR 10:00-11:50**

**Office Hours: MWR (after class) & by appointment via Zoom**

**Midterm Assessment: week of 6/14**

**Writing Assessment: 6/28 (Mon)**

**Summer Session Period:  
May 19 – June 29, 2021**

**Summer Session Holiday:  
May 31, 2021 (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.”<sup>1</sup> 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.

### **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)

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<sup>1</sup> English Proficiency. Office of Graduate Admissions: English Proficiency. Retrieved on May 16, 2021, from <https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/>

*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**

Office hours will be one-to-one meeting with students via Zoom to address any content related questions. 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 (this includes online virtual class meetings!). 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. 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.

**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.

<b>Assignments</b>	<b>Percentage of Total Grade</b>
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. The assessment will be conducted using Respondus Lockdown Browser and Monitoring system. See below for instructions on downloading the app.

### **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 5-7 pages in length (double-spaced, approx. 1200 words) 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)

### **LockDown Browser + Webcam Requirement**

This course MAY require 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.

### **Download Instructions**

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=945755274>

### **Once Installed**

- Start LockDown Browser
- Log into Blackboard Learn
- Navigate 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.

### **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](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.

**Course Schedule\***

<b>WEEK</b>	<b>TASK</b>	<b>HOMEWORK</b>
1 5/19, 20	W: Course Introductions & Diagnostic R: Bio-statement / Email Writing	<b>Bio-statement</b> <b>Resume</b> (update)
2 5/24-27	M: EOAW (vocab develop), chp 1 T: EOAW Cont. W: Summary Writing / Rpt Verbs R: Summarizing/Paraphrasing Ex	<b>Summary #1</b> EOAW, chp 10 EOAW, chp 1
3 5/30 NC 6/1-6/3	M: Academic Integrity T: Verbs W: NO CLASS (*Memorial Day - TBC) R: AWGS, Unit 1 (ARES)	<b>Summary #2</b> AWGS, unit 1
4 6/7-10	M: AWGS, Cont. T: Consultation W: Consultation R: Grammar Workshop (Article Usage)	<b>Mini Lit Review</b> Term Definition (?) <b>Topic Proposal</b>
5 6/14-17	M: Final Research Paper / MT Review T: Library Orientation / Citations W: MIDTERM R: Problem-Solution Text	Final Paper <b>(Draft 1, 2 pgs)</b> AWGS, unit 3
6 6/21-24	M: Data Commentary T: Hedging/Qualifications W: Parallelism/Connectors R: Writing Workshop (resume & cover letter - TBC)	Final Paper <b>(Draft 2, 2-3 pgs)</b> EOAW, chp 9
7 6/28, 29	M: <b>Writing Assessment</b> T: Consultations	<b>Final Paper DUE on Bb on June 30, 11:59PM</b>

*\*Subject to change at instructor's discretion*