

# Writing 150: Writing and Critical Reasoning

## Thematic Approaches: Globalization

Fall 2022

64420: MWF 10-10:50 am, GFS 202

**Instructor:** Jianan Qian (she/her/hers)

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**Zoom Office:** see blackboard

**Office Hours:** W 11 am-12 pm and by appointment; sign ups on Blackboard

### I. Course Description and Goals

Writing 150 will help improve your writing and reasoning skills for your academic career and beyond. Because writing is a process, you will learn strategies for *prewriting*, or generating ideas, for logically arranging those ideas in a draft, for developing your own style and techniques for revision. Moreover, this course will prepare you to critique and analyze arguments, examine issues from multiple perspectives.

Throughout this semester, we will be delving into our theme, globalization. We will examine some of the conflicts, challenges, and benefits when cultures converge and diverge.

### II. Required Materials

#### Required Texts:

- Writing 150 Course Book  
(You can purchase the e-book via <https://hmpublishing.redshelf.com/app/ecom/book/2154332>.)
- All other readings will be posted on Blackboard.

#### Required Technologies:

- Laptop or tablet with a webcam and mic (You will need your device to access readings if you choose not to print them out. It is also likely that some class meetings, conferences, and office hours will be held via Zoom.)
- Reliable Internet access
- Notebook and pen for in class notes and activities
- Mask(s)

#### Required Platforms:

- Blackboard: All readings, assignments, and schedules will be posted on Blackboard. You will submit all of your work via Blackboard, and I will regularly post announcements via Blackboard. Please check Blackboard frequently to stay up to date with our course.

- Zoom: We will hold some conferences, office hours, and even some class meetings via Zoom.
- USC Email: Email is the best way to contact me (jiananqi@usc.edu). If I need to contact you, I will reach out via email.
- Google Drive: We will regularly use Google Drive for in-class activities, and peer review. You need to be signed in via your USC account in order to access Google Drive.

### III. Required Writings:

You will compose regular ancillary writing activities, four argumentative writing projects, and a final portfolio over the course of the semester. I will post a lesson plan and detailed assignment schedule every few weeks.

**1. Ancillary Writing Activities (AWAs):** you will complete ancillary writing activities every week. Ancillaries are short writing assignments intended to help you hone your writing skills and deepen your critical thinking. They will prepare you to participate in class discussion and for your major Writing Projects.

**2. Writing Projects:** you will complete **4 (four)** argumentative essays of anywhere from about 1,000-2,000 words in length. A specific prompt, writing guidelines, and schedule of relevant readings and assignments for each essay will be posted on Blackboard. Here is a *tentative* list of the regular deadlines. Note that these are subject to change. We will update your schedule as we move to each writing project.

Writing Project #1: September 9

Writing Project #2: September 30

Writing Project #3: Oct 28

Writing Project #4: December 2

**3. Final portfolio:** Your portfolio will include your final submission of **Writing Project #4** and the **revision** of an earlier Writing Project. Note that the revision should embody major adjustments (such as the rewriting of your thesis statement and at least a major point.) Writing Project #4 should reflect the writing and thinking skills that you will have developed and practiced all semester. Therefore, the portfolio will be evaluated according to the most rigorous standards of the grading rubric. Another instructor and I will evaluate Writing Project #4 collaboratively to ensure consistent grading procedures within the Writing Program. It is expected that **Writing Project #4 be submitted in time.**

### IV. Grading Policy

I will be evaluating your work using a Grading Contract. Simply put, you are guaranteed an overall class grade of at least a “B” if you meet all of the following conditions:

**1. Attendance:** Because this class is both a workshop on writing and a seminar on critical reasoning, you are required to attend all class meetings. You can have three (3) “open” absences to be used for any reason, but additional absences result in penalties. In a time of COVID, if you find yourself under a circumstance when a fourth absence is unavoidable, I offer **attendance make-ups** to void the penalty on the contract. You may “make up” two (2) additional absences under the following conditions:

- (1) You contact me at least ten (10) minutes before the class in question begins;
- (2) You watch the class recording, if available, or do additional reading; and
- (3) You complete an additional assignment (usually a variation on a class activity or a reflection on the recording/reading), within 48 hours.

I do not guarantee that I will grant all requests for make-ups. **Save your open absences for these instances—you can make up absences before you use the open ones.**

**2. Tardiness:** Arriving to class later than 5 minutes after our scheduled starting time counts as a tardy; **3 (three) late arrivals constitute as one absence.**

**3. Essays:** You must complete all four of the major essay assignments for class, and they must be handed in on time and fulfill all of the basic requirements, including elements like length, genre, responding to the prompt, etc. Plagiarism constitutes a serious violation of the contract. Due dates are specified down to the minute (so, yes, if your essay is just one minute late, it will still be counted as “late” and will constitute a breach of the contract).

However, if you are concerned about your ability to meet a deadline, please email me with a request at least 12 hours before the deadline and I will grant you an **extension for 48 hours**. Please note that normally **no extension will be granted for AWAs, Writing Project#4, or the Final Portfolio.**

Bear in mind that you still must hand in all the essays to pass the course. If one or more essays are missing on the last day of class, additional penalties will be applied: see the chart below for details.

**3. Ancillary work:** You must complete all of the smaller writing assignments and tasks, including reading responses, prewriting tasks, drafting, peer review, and so on. AWA is late if it is not uploaded on time.

**4. Academic Responsibilities:** All your work needs to show signs that you are putting in serious and focused effort. This means that you need to finish your readings, be an active and respectful participant in class and a responsible and helpful reading partner for your student colleagues (especially during peer review activities), and that your written work should be carefully copyedited, and so on. Each failure to do this form of engagement will result in a lapse. See the chart below for details.

## **V. Final Grades**

Semester grades will be determined based on assessment of the Final Portfolio and the extent to which you've fulfilled the terms of the grading contract.

- If you've **met the terms of the contract**, and you earn a B, B+, A-, or A on your Portfolio, then that will be your semester grade.
- If you've **met the terms of the contract**, and you earn a B- or lower, you will still get a B as your semester grade.
- If you've **violated the terms of the contract**, then your final grade will be *lowered by one step or more depending on how many violations you've accrued*. See the table below for details.

### Contract Violations:

This chart shows how your semester grade will be affected if you don't meet the terms of the contract:

| Grade Step Deductions         | Total Absences | Late Essays/<br>Essays Not Meeting<br>Assignment Requirements | Late Ancillary Work/<br>Ancillary Work Not Meeting<br>Assignment Requirements | Lapses in Participation and/or Engagement |
|-------------------------------|----------------|---|---|---|
| B or above, per the Portfolio | 0-3            | None  | 0-2 Late (1 Missing)  | 0-2 Lapses                                |
| 1 step lower                  | 4              | 1 Late  | 3 Late  | 3 Lapses                                  |
| 2 steps lower                 | 5              |   | 4 Late (2 Missing)  | 4   |
| 3 steps lower                 | 6              | 2 Late  | 5 Late  | 5 Lapses                                  |
| 4 steps lower                 | 7              |   | 6 Late (3 Missing)  | 6 Lapses                                  |
| 5 steps lower                 | 8              | 3 Late  | 7 Late  | 7 Lapses                                  |
| 6 steps lower                 | 8              | 4 Late  | 8 Late (4 Missing)  | 8 Lapses                                  |
| Automatic F                   | 9              | 1 Missing   | 9+ Late   | 9+ Lapses                                 |

A "B+" "A-" or "A" can be earned by meeting all of the requirements for a B on the grading contract and through exceptional quality in your final portfolio, with 70% of your grade coming from WP4 and 30% from the revision of an earlier WP essay.

**Penalties are cumulative.** If you earn an A- on the portfolio and have 3 lapses in academic responsibility and 1 late essay, your final grade will be a B-; if you earn a B and have 4 absences, 2 missing AWAs, and 3 lapses in academic responsibility, your grade will be C-. These penalties are applied from the starting point of your grade on the final portfolio.

### VI. Feedback

## Conferences

Much of this course will address your individual needs as a writer. This will be accomplished by regular one-on-one conferences with me, both required and optional. My regular office hours will normally be W from 11:00 am to 12:00 pm on Zoom, and you can reserve 15-minute timeslots in advance at Blackboard.

I am available for conferences at other times by appointment. If you cannot attend conferences during my office hours, send me an email with your schedules of availability for MWF and I will do my best to find a time to meet with you.

For required individual conferences, you will need to:

1. Sign up for the meeting using the blackboard;
2. Have a copy of your essay, either printed or electronic, to reference during the conference;
3. Please read my written feedback, if available, and bring with your specific questions about how to improve your work; and
4. Be prepared to take notes.

**Note: missing a required conferences without rescheduling will be considered an absence that cannot be made up.**

## Email

I try and answer any questions via email within 24 hours during the work week. I do not respond to emails on weekends. I do not comment on whole projects outside of office hours or the normal class revision and grading process. So make sure the AWA drafts you submit will reflect your best efforts. But I am happy to address your specific questions in our scheduled meetings and office hours.

## VIII. Plagiarism

**Any form of presenting someone else's words or ideas as your own is considered plagiarism and will result in serious penalties.** It is your responsibility to be aware of the policies regarding academic integrity in the SCampus Student Handbook (In particular Section 11, "Behavior Violating University Standards," <https://policy.usc.edu/scampus-part-b/>). The Handbook defines plagiarism in the following ways:

1. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
2. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
3. Improper acknowledgement of sources in essays or papers.

Moreover, using an essay in more than one class (even if you wrote it) without the permission of the instructors involved is also a form of plagiarism.

We will be discussing protocols for quoting, paraphrasing, and citing sources. If you are feeling overwhelmed or stressed enough to plagiarize, please feel free to contact me for help before you submit your paper.

**Plagiarism is serious, and all suspected plagiarism cases will be referred to the Associate Director of the Writing Program as well as USC Student Judicial Affairs and Community Standards.**

## **IX. Format**

All assignments must be submitted via Blackboard by 4 PM Pacific time on the due dates unless otherwise noted in the course schedule or on the assignment sheet. Should you need an extension, you must do so at least 12 hours before the deadline.

**Word Counts:** Please include your word count at the bottom of your page. The word or page counts are not hard minimums or maximums. Less than 100 words over or under is fine if that helps you communicate your ideas better.

**File Formats:** Title your file with your last name, first name, assignment designation, and file extension (e.g., Smith, John, WP1.docx). Unless otherwise specified, all projects must be submitted as a Word document.

**Page Format:** Make sure your papers are formatted according to MLA style guidelines ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html))

1. In the upper left-hand corner of the first page (but not in the header), list your name, the professor's name, the course, and the date, each on their own line.
2. Center the title. Do not underline, italicize, re-size, or place your title in quotation marks. Write the title in Title Case (standard capitalization), not in all capital letters.
3. Create a running page header in the upper right-hand corner that includes your last name, followed by a space and the page number.
4. Everything but outlines and charts should be double spaced, with no extra space between paragraphs. Paragraphs should be indented ½ inch.
5. Include a works cited on the final page of any assignment with sources. Use MLA style guidelines to do so.

## **X. COVID Policy**

Please continually monitor your health by the CDC, County of Los Angeles, and USC guidelines. I realize this is a very confusing and uncertain time for all of us and we are committed to keeping you all safe on campus. For that reason, all students **are asked to wear a mask (over the nose) at all times during class.** Please maintain social distancing whenever possible on campus. If you contract any symptoms or are exposed to a positive Covid-19 case, please get tested and let me know right away. Our collective health and safety are of the utmost priority and I will work with you to navigate your assignments in the course. **If you test positive for COVID, please stay home!** Do not come to campus, class, or any USC related activity. Do

stay home for 7 days after the onset of symptoms and not return to campus unless you have gone 3 days without symptoms.

There may be some class periods held on Zoom instead of in-person on campus. As required by the University, classes held on Zoom will be recorded for accessibility reasons. If class is on Zoom, students must attend regularly with **cameras and audio on**. If you are having difficulty doing so, please let me know by sending me an email, and an alternative assignment will be given. But this should be the exception, not the norm.

## **XI. Anti-Bias Statement**

We are dedicated to anti-bias in and out of the classroom. We wholeheartedly stand against racism, dehumanization, oppression, colonization, xenophobia, and white supremacy. Silence on matters of injustice is not an option.

We acknowledge that oppression and dehumanization can occur consciously and unconsciously; it is important to have patience with each other. But we must also commit to the lifelong work of deconstructing our unconscious and conscious biases; dismantling racist institutions; and creating an academic environment that rejects white supremacy in all its forms.

Even further, academic writing has historically been a tool for oppression. It has encouraged standardization originally based in whiteness – and so we must ask, “Who set those standards? Why do we value only those standards? And as writers, how can we reform the standards?” Anti-racism/bias is, in fact, intrinsic to the goals of multimodal, multilingual, and decolonized writing and research.

As a writing class, we will actively engage in self-reflection to look inward and examine where our conscious and unconscious biases are rooted. We will encourage and support each other’s journeys. We will cultivate authentic voices; interrogate our policies and practices; and commit to continually educating ourselves to provide an educational experience that is anti-racist, humanized, and celebrates intersectional identities. With collaboration, we will create an anti-bias classroom.

Some ways we will pursue anti-racism and anti-bias in our class:

- Engage in open, honest, and at times uncomfortable discussions confronting institutionalized racism and bias; and be accountable to one another in the acknowledging, confronting, and dismantling
- Work together to become comfortable with discomfort; realizing that our culture prioritizes comfort, and especially white comfort. Anti-bias work will be uncomfortable; especially for those of us who have benefitted from whiteness ideologies
- Actively respect, at all times, people’s race and ethnicity, socioeconomic backgrounds, nationalities, immigration status, sexual and gender identities and/or expressions, abilities, and other aspects of identity – in assignments, discussions, language, behavior

- Learn and be attentive to how intersecting identities impact classroom dynamics; and equally value through assessment, feedback, and assignments intersecting identities
- Engage in collaborative, multimodal, and intersectional work as a class – anti-bias and anti-racism is lifelong work that must be communal to take root
- Elevate the voices of historically oppressed and marginalized groups through assignments, discussion, and feedback

## **XII. Campus Resources**

**Writing Center**-The USC Writing Center is open to all students of the University and offers free consultations for any type of writing assignment. I highly encourage you to visit the center for any additional guidance on the assignments for this course or for any other course.

<https://dornsife.usc.edu/writingcenter>

**USC Libraries**-Provide a new Research Clinics Pilot that consist of two components: asynchronous tutorials and videos and in-person research clinics. The tutorials (<https://libraries.usc.edu/tutorial/introduction-searching-usc-libraries>) will help students get started on using the library and finding sources outside of class readings. You may also sign up for clinics (<https://libcal.usc.edu/calendar/InfoLitWorkshops>), starting September 21<sup>st</sup>, to gain more research skills.

**Student Counseling Services (SCS)** - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

**National Suicide Prevention Lifeline** - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

**Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

**Sexual Assault Resource Center** For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

**Office of Equity and Diversity (OED)/Title IX Compliance** – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

**Bias Assessment Response and Support** Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

**Student Support and Advocacy** – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

**Diversity at USC** Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

**USC Emergency Information** Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

**USC Department of Public Safety** – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu>