

ALI 245: Academic and Professional Writing Skills III (2 units)

Section: 10131

Instructor: Nina Kang

Office: PSD 106K OR via Zoom

Office Hours: Wed 10-12:30pm & Thurs
1:30-3pm and by appointments

Class Time: T/Th 8:00-9:20am

Class Location: THH 117

Zoom Meeting ID: 968 0134 3393

Email: ninakang@usc.edu

Midterm Exam: Tues, Feb 28 (TBC)

Writing Assessment: Tues, April 18

University Recess/Holidays:

Jan 16 (Mon) – MLK Jr Day

Feb 20 (Mon) – President’s Day

Mar 12-19 – Spring Recess

Last Day of Class:

Apr 25 (ALI Classes)

Apr 28 (USC Classes)

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.
- 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.

¹ English Proficiency. Office of Graduate Admissions: English Proficiency. Retrieved on August 17, 2022, from <https://gradadm.usc.edu/lightboxes/international-students-english-proficiency/>

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 the library e-reserves <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 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

Office hours will be one-to-one meeting with students in-person OR 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. 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. Attendance will be taken every class meeting. More than 6 hours of absence (4 class meetings) will result in a course grade of NC (no credit). Absence is counted for *any* reason, including illness, emergencies, and conference attendance.

Zoom Classroom Courtesy (for any online sessions)

As a courtesy to your classmates and instructor, 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.

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	30%
Midterm Exam	20%
Writing Assessment	15%
Final Research Paper	35%

Course Assignments & Exam

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, in-class writing assessment, and the final research paper, together with the on-going evaluation of your work will help the instructor assess your writing skills.

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.

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.

Professional Writing

Depending on student interest and time, 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 courtesy letters may also 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 7 pages (2000 words) 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). The papers are submitted 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 (or see complete pdf: <https://policy.usc.edu/wp-content/uploads/2021/08/SCampus-Part-B-Student-Conduct-Code.pdf>)

Support Systems:

Student Health Counseling Services - (213) 740-9355 (WELL) – 24/7 on call

engemannshc.usc.edu/counseling studenthealth.usc.edu

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

Includes *Relationship and Sexual Violence Prevention Services (RSVP)* – free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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.

Office for Equity, Equal Opportunity, and Title IX - (213) 740-5086

<https://eetix.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.

Office of Student Accessibility Services - (213) 740-0776

<https://osas.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) 740-0411

<https://campussupport.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. Due to COVID-19, the services provided have adapted to accommodate current needs.

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) 442-1200 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

COVID-19 Resources & Protocols

Please adhere to all University rules and guidelines regarding COVID-19 restrictions. As a reminder:

- Classes have resumed in-person. Please note you are registered for an in-person class and will be expected to be physically present during the scheduled class hours.
- Masks are strongly recommended indoors including the classroom (but not required).
- Do not come to class if you are feeling sick. If your symptoms are consistent with COVID-19, please get tested by making an appointment on MySHR: <https://studenthealth.usc.edu/myshr/>.
- Please note, I am also obligated to closely monitor any symptoms and may need to cancel in-person class last minute if I've been exposed. Be sure to check your emails regularly including the Bb announcement page.
- Please email to let me know about your ability to come to class and participate if you are ill and cannot be present for class. Communication is key!
- The course may occasionally meet on online in anticipation of unforeseen events due to COVID-19 exposures or illnesses. All USC courses have Zoom links automatically generated in Blackboard.
- There will be in-person as well as online office hours to accommodate student needs and preferences. Please set this up with me as needed.
- I will not compel students who are feeling unwell to come to class to avoid missing an exam, incurring an unexcused absence, or to avoid the feeling that they are falling behind their classmates. I will do my best to create a positive, supportive, and safe environment to optimize your learning. In response, I ask that you fulfill your role as a student to do your best in keeping up with the course requirements and making necessary progress to successfully pass the course.
- Most update information on USC's COVID-19 status can be found on the COVID-19 Resource Center page: <https://coronavirus.usc.edu/>
- Additionally, you can email covid19@usc.edu or call 213-740-6291 to report any cases or for additional support.

Course Schedule*

WEEK	TASK	HOMEWORK
1 (1/10, 1/12)	Diagnostic Course Introduction	Summary & Response Writing to selected article
2 (1/17, 1/19)	Professional Bio-Statement & Email Writing	Bio Statement, Email
3 (1/24, 1/26)	Summary/Paraphrasing Skills, EOAW, ch. 10	Summary & Paraphrasing Exs Summary 1
4 (1/31, 2/2)	EOAW, ch. 1 (vocabulary, collocation, register) Academic Integrity & Citation	Summary 2
5 (2/7, 2/9)	Verbs, Modals EOAW, chs. 2-3 (verbs)	Summary 3
6 (2/14, 2/16)	Approach to Academic Writing Unit 1, pp. 4-49 (available via ARES)	Mini Lit Review
7 (2/21, 2/23)	Consultations Articles Usage (a, an, the) / Midterm Review	Take-home Practice Midterm
8 (2/28, 3/2)	MIDTERM EXAM Final Research Paper	Topic Proposal
9 (3/7, 3/9)	Citation & Style Guides Consultations Library Research Skills (TBC)	Outline & References
10	SPRING RECESS (3/12-3/19)	Problem Statement
11 (3/21, 3/23)	Consultations (via Zoom) General-to-Specific (Introductions) – *Zoom	Chs 4-5, TBD Draft 1
12 (3/28, 2/20)	Problem-Solution Text (Main Body) EOAW, chs. 4-5 (causal relationships)	Chs. 7-8, TBD Draft 2
12 (4/4, 4/6)	Data Commentary, EOAW, ch. 9 EOAW, chs. 7-8 (cohesion)	Ch. 9, TBD Draft 3
13 (4/11, 4/13)	Consultations Hedging/Qualification/Review for Writing Assessment	Combining drafts & revision
14 (4/18, 4/20)	Writing Assessment Final Paper Presentations	Final revisions & edits
15 (4/25)	Final Class Meeting **Final Paper Due on 4/28 on Bb**	

**Subject to change at instructor's discretion*