



USC University of
Southern California

ALI 235-10111: Academic and Professional Writing Skills II Spring 2024

Professor Kimberley Briesch Sumner

Email: kbriesum@usc.edu

Office Hours: by appointment (Zoom or office)

Course Info: TTR 11-12:20 pm WPH 104

Office: Royal Street Structure 106

Course Description:

ALI 235 is a level II writing course for both undergraduate and graduate 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 work to develop reading fluency and comprehension and will gain vocabulary strategies to improve vocabulary knowledge. Students will also learn to communicate their ideas in written academic English via paraphrasing, summarizing, citing sources, and writing a complete research paper. 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.

Course Goals and 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

This is an in-person on campus course, but in consideration of the challenging circumstances we may encounter in the event of an outbreak of illness or need to quarantine, all students should proactively prepare themselves to complete some class sessions online via Zoom. In the event that the course reverts to Zoom for a session(s), students 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 and sound/mic capabilities to participate appropriately. 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. 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 Support Links

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Materials:

- College rule standard 8.5" x 11" loose-leaf notebook paper (no miniature paper please)
- Required Texts:
 - **Sourcework: Academic Writing from Sources (2nd Ed.)** by Nancy E. Dollahite and Julie Haun. ISBN: 978-1-111-35209-7.
 - Handouts will be made available in class or on Blackboard. All handouts should be brought to class as if they were part of your textbook. We will frequently refer to previous handouts as needed throughout the course, so be prepared!
 - 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 give translations are not sufficient.

Major Course Requirements and Final Grade Breakdown:

- | | |
|---|-----|
| • In class Assignments, Attendance, and Class Participation | 25% |
| • Homework and Class Preparation | 25% |
| • Summary and Response Mid-semester assessment | 20% |
| • Group and individual papers | 30% |

Grading Procedures and Course Assessment/Completion:

To receive credit for this class, students must:

- Attend classes regularly and arrive on time.
- 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 235 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. 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 235, many students have not achieved a release level of English mastery and will be required to take an additional writing course (typically ALI 245 Academic and Professional Writing Skills III) for more skill development and practice. Moreover, students who show minimal improvement in their writing skills may be required to retake ALI 235. In other words, even if you receive credit for ALI 235 for doing all the assignments, you may be required to take ALI 235 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): To the extent that you are healthy, all 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, and conference attendance. (Please note that a written excuse for absence due to sports or academic competitions or conferences must be filed with the professor and 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 POLICY:

- ❖ All major course projects will be completed in stages and will require regular homework to be handed in on time to demonstrate progress. All homework assignments should be completed by the due date.
- ❖ If you need more time to complete a homework assignment, please contact me ASAP (as soon as possible) to request an extension. Reasonable accommodation can be made for these requests made in advance of class. **Do not make a request during class on the day the work is due.** Bear in mind that frequent requests for extensions (more than 2 or 3 times during the semester) will not be granted.
- ❖ **In the event that a homework assignment is handed in late, it can still be evaluated by the instructor and graded, but 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 must make arrangements to submit your work via a classmate, Blackboard, or e-mail submission.
- ❖ Unless you need to miss class due to illness, there are no make-up days for exams. 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. 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 can be distracting. In order to promote a learning environment conducive to discussions and focused practice with your professor and classmates, please do not use cell phones, laptops, iPads, etc. during class unless instructed to do so. Reserve time to check your e-mail, surf the web, text message, etc. for 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.

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. 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 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. Any student requiring accommodation based on a disability is required to register with the Office of Student Accessibility Services office (OSAS) each semester. A letter of verification for approved recommendations can be obtained through OSAS. Please be sure the letter is delivered to me as early in the semester as possible.

STUDENT HEALTH AND COUNSELING SERVICES - (213) 740-9355 (WELL) – 24/7 on call

<https://studenthealth.usc.edu/> Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

NATIONAL SUICIDE PREVENTION LIFELINE - Call 988! Feelings of suicide and self-harm are no joke. The United States has a country-wide program to help anyone who needs support during difficult times. The 988 Lifeline is easy to remember and replaces the longer more difficult to remember number--1 (800) 273-8255. Whichever number you dial, both will offer you help at any time day or night.– 24/7 on call. Visit suicidepreventionlifeline.org or <https://988lifeline.org/> for more information. Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

DISCRIMINATION, SEXUAL ASSAULT, AND HARASSMENT are not tolerated by the university. You are encouraged to report any incidents to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*, <https://eeotix.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.

REPORTING INCIDENTS OF BIAS OR HARASSMENT - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.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

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.

ALI 235 Course Calendar (T/TR) SPRING SEMESTER

Week	Date	Topics and Activities	Chapters and Assignments
1	1/9, 1/11	Diagnostics	
2	1/16, 1/18	Student Introductions Open Reading and Vocabulary: Diagnostic article and vocabulary discussion	<i>Sourcework</i> Chapter 1: Responding to Writing; Paraphrasing Academic Vocabulary
3	1/23, 1/25	Academic Reading and Writing: Responding to a Reading; Paraphrasing Strategies	<i>Sourcework</i> Chapter 1: Responding to Writing; Paraphrasing Academic Vocabulary and Grammar
4	1/30, 2/1	Academic Reading and Writing: Paraphrasing Strategies; Summarizing	<i>Sourcework</i> Chapter 1: Summarizing Academic Vocabulary and Grammar
5	2/6, 2/8	Identifying and Editing Grammatical Errors Academic Reading and Writing: The Formal Summary	<i>Sourcework</i> Chapter 1: Summarizing
6	2/13, 2/15	Research Questions and Focused Reading	<i>Sourcework</i> Chapter 2: Achieving Focus for Your Paper
7	2/20, 2/22	 Midterm Assessment	<i>Sourcework</i> Chapter 2: Achieving Focus for Your Paper 2/22: Summary and Response Assessment
8	2/27, 2/29	Thesis Statements and Choosing Effective Evidence Writing the Body of Your Paper and Integrating Evidence	Group Research Paper Begins <i>Sourcework</i> Chapter 3: Organizing Your Paper

Week	Date	Topics and Activities	Chapters and Assignments
9	3/5, 3/7	Thesis Statements and Choosing Effective Evidence Integrating Evidence and Plagiarism	<i>Sourcework</i> Chapter 3: Organizing Your Paper <i>Sourcework</i> Chapter 4: Writing Your Paper 1 st draft of group research paper due
	SPRING BREAK	SPRING BREAK: March 10-17 (NO CLASS)	
10	3/19, 3/21	Thesis Statements vs. Topic Sentences Integrating Evidence and Plagiarism NO CLASS 3/21: PROFESSOR AT CONFERENCE	<i>Sourcework</i> Chapter 4: Writing Your Paper Feedback given to group papers
11	3/26, 3/28	Introductions, Conclusions, Building Cohesion, and In-Text Citations Identifying and Editing Grammatical Errors	<i>Sourcework</i> Chapter 5: Refining Your Paper Final draft for group papers due. Open Reading on individual research topics.
12	4/2, 4/4	Choosing a Research Topic and Creating a Research Proposal Library Research: Librarian Session	<i>Sourcework</i> Chapter 6 Introduction to Library Research: Librarian Session Individual research papers begin
13	4/9, 4/11	Identifying and Editing Grammatical Errors	1 st draft of individual paper due. .
14	4/16, 4/18		Feedback for individual papers given Group paper final draft due
15	4/23, 4/25	Course wrap-up; Course Evaluations NO CLASS 4/25: ALI FACULTY DAY	Final draft for individual papers due.

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