

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

Section: 10134

Instructor: Nina Kang

Office: PSD 106K OR via Zoom

Office Hours: Mon 9:30-11am & Thurs 2-3pm and by appointments

Class Time: T/Th 12:30-1:50pm

Class Location: SOS B45

Zoom Meeting ID: 935 7845 1973

Email: ninakang@usc.edu

Midterm Exam: Thurs, Feb 22 (TBC)

Writing Assessment: Thurs, Apr 18 (TBC)

University Recess/Holidays:

Jan 15 (Mon) MLK Jr Day

Feb 19 (Mon) President's Day

March 10-17 Spring Recess

Last Day of Class:

Apr 23 (ALI Classes)

Apr 26 (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.).
- 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 project, 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 Project	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:

- The first draft of the paper MUST BE WRITTEN IN CLASS.
- Minimum of 3 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

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 or AI-generated.

A Statement on Academic Conduct and Support Systems

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Use of AI Generators

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

However, on specific assignments, the class may employ the use of artificial intelligence (AI)-powered programs which will be closely supervised by the instructor. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism.

University Support Systems

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Schedule*

WEEK	TASK	HOMEWORK
1 1/9, 11	Diagnostic Course Introduction	Summary & Response Writing to selected article
2 1/16, 18	Professional Bio-Statement & Email Writing Summary/Paraphrasing Skills, EOAW, ch. 10	Bio Statement, Email Summary & Paraphrasing Exs
3 1/23, 25	EOAW, ch. 1 (vocabulary, collocation, register) Academic Integrity & Citation	Summary 1
4 1/30, 2/1	Verbs, Modals EOAW, chs. 2-3 (verbs)	Summary 2
5 2/6, 8	Approach to Academic Writing Unit 1, pp. 4-49 (available via ARES)	Summary 3
6 2/13, 15	Academic Writing, cont. Midterm Review	Mini Lit Review
7 2/20, 22	Articles Usage (a, an, the) MIDTERM EXAM	Take-home Practice Midterm
8 2/27, 29	Final Research Paper Consultations	Topic Proposal
9 3/5, 7	Citation & Style Guides + Problem/Thesis Statement Library Research Skills (TBC)	Outline & References
3/10-17	SPRING BREAK	
10 3/19, 21	General-to-Specific (Introductions) – Draft 1 **No in-person class on 3/20**	Chs 4-5, TBD
11 3/26, 28	Problem-Solution Text (Main Body) – Draft 2 EOAW, chs. 4-5 (causal relationships)	Chs. 7-8, TBD
12 4/2, 4	Data Commentary, EOAW, ch. 9 – Draft 2 cont EOAW, chs. 7-8 (cohesion)	Ch. 9, TBD
13 4/9, 11	Hedging & Qualifications – Draft 3 Review for Writing Assessment	Combining drafts & revision
14 4/16, 18	Final Paper Construction / Presentation Writing Assessment	Final revisions & edits
15 4/23	Final Class Meeting **Final Paper Due on 4/25 on Bb**	

**Subject to change at instructor's discretion*